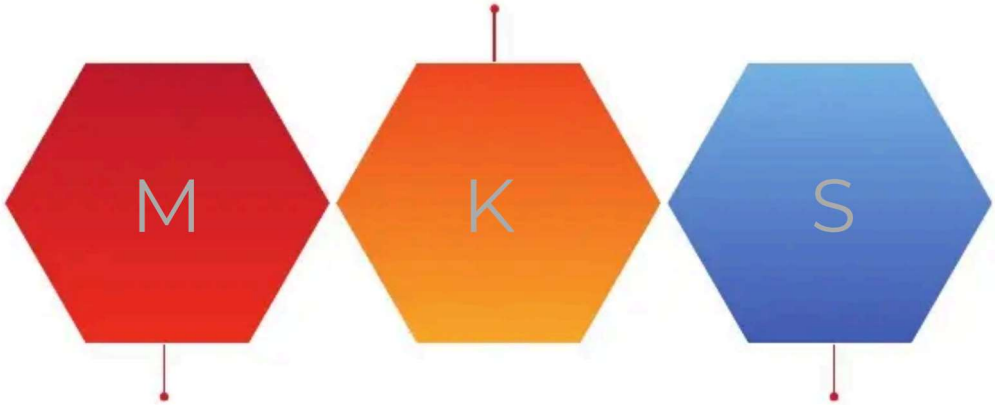
Triết lý ĐÀO TẠO

"Giáo viên không chỉ là thần tượng của học viên, mà còn giúp học viên trở thành thần tượng của chính mình trên hành trình chinh phục ngôn ngữ và khám phá tiềm năng của bản thân."

Học viên đến với Hệ thống Giáo dục và Đào tạo IMAP Việt Nam đều được bồi dưỡng và phát triển toàn diện 3 yếu tố **M – K – S**

KNOWLEDGE
(Năng lực ngôn ngữ tiếng Anh)



MINDSET
(Thái độ học tập)

SKILLS
(Bộ kỹ năng thành công)

LỜI GIỚI THIỆU

Các bạn học viên thân mến,

Tiếng Anh đã và đang được công nhận là ngôn ngữ toàn cầu, có vai trò vô cùng quan trọng không chỉ trong đời sống xã hội mà còn ngay cả trong công việc. Tuy nhiên, thách thức đặt ra với nhiều bạn bởi đã từ rất lâu hoặc thậm chí chưa từng tiếp xúc với tiếng Anh, và tới thời điểm có nhu cầu nhưng lại không biết học từ đâu, trong khi công ty đã và đang có chính sách cho người có khả năng giao tiếp tiếng Anh, hoặc các trường học đã và đang yêu cầu chứng chỉ. Hơn nữa, việc đánh giá trình độ giao tiếp hiện nay còn rất mơ hồ, nên học viên khó có thể xác định được trình độ của mình đang ở đâu, chưa biết cách chia nhỏ mục tiêu để xây dựng một lộ trình học hợp lý.

Hiểu được sự khó khăn này, Ms Hoa Giao Tiếp gửi tới bạn khóa học tiếng Anh giao tiếp, với cuốn sách Communication 1 (CO1), là level thứ hai trong lộ trình chinh phục giao tiếng Anh giao tiếp đỉnh cao, và cuốn sách mà bạn đang cầm trên tay sẽ là người bạn đồng hành cùng bạn trên con đường này.

Cuốn sách này dành cho đối tượng nào?

Tiếng Anh giao tiếp Communication 1 là cuốn giáo trình sử dụng cho người học tiếng Anh:

- Đang ở trình độ sơ cấp có mong muốn phát triển lên trình độ trung cấp, level A2
- Có nhu cầu học tiếng Anh để giao tiếp với mọi người xung quanh, đồng nghiệp, đối tác.
- Mong muốn cải thiện tiếng Anh nói chung cũng như phát triển các kỹ năng quan trọng trong giao tiếp trong môi trường công sở.

Mục tiêu của chương trình học là gì?

Tiếng Anh Giao tiếp Communication 1 sẽ giúp học viên đạt được các mục tiêu sau:

- Đạt trình độ A2 – tiếng Anh trung cấp theo chuẩn khung tham chiếu châu Âu.
- Tự tạo các đoạn hội thoại ngắn cơ bản với người đối diện, thể hiện ý nghĩa quan điểm cơ bản với một vấn đề nào đó trong đời sống và công việc
- Giới thiệu bản thân và người khác, miêu tả, đánh giá sự vật hiện tượng đơn giản

CUỐN SÁCH NÀY CÓ GÌ?

Tiếng Anh Giao tiếp Communication 1 là cuốn giáo trình được thiết kế với 20 bài học, trong đó 11 bài học liên quan tới tiếng Anh giao tiếp xã hội, 6 bài học chuyên sâu vào các tình huống thực tế trong công việc, 3 bài Free talk. Mỗi bài học sẽ bao gồm các nội dung như sau:

Lesson preparation

Nhằm giúp học viên nâng cao tính tự học và trải nghiệm ngôn ngữ, Lesson preparation được kết hợp với các video bài giảng Online trên App IMAP Educare nhằm giúp học viên tìm hiểu và khám phá trước kiến thức của buổi học tại nhà.

Pronunciation

Nhận diện những âm khó thông qua bảng phát âm IPA, giúp học viên có cái nhìn toàn diện về ngữ âm trong tiếng Anh, nhận diện phát âm và sử dụng phát âm chuẩn trong giao tiếp tiếng Anh.

Vocabulary

Để đạt được mục tiêu của khóa học, từ vựng là kiến thức không thể thiếu trong mỗi bài học, tập trung vào tiếng Anh đời sống xã hội như Daily routines (thói quen hàng ngày), Sports and exercises (Thể thao và thể dục), Body and Health (Cơ thể và sức khỏe)..... , đan xen các từ vựng sử dụng trong công việc như Business trip, Networking, Problems and Solutions (Vấn đề và cách giải quyết), ...

Từ vựng được lựa chọn phù hợp với trình độ Communication 1– A2 (chuẩn khung tham chiếu châu Âu), trong đó có giới thiệu một số từ vựng ở trình độ cao hơn, giúp học viên bước đầu chuẩn bị cho giai đoạn tiếp theo của chương trình học.

Grammar

Tương tự như từ vựng, ngữ pháp cũng là yếu tố quyết định trong các tình huống giao tiếp. Kiến thức ngữ pháp trong cuốn giáo trình này được thiết kế phù hợp với trình độ A2 và trình bày dưới dạng tóm tắt, kết hợp cùng bài giảng của giáo viên và các bài tập thực hành dưới dạng nói, nghe, đọc, viết.

Homework

Bài tập về nhà là nhiệm vụ học tập của học viên sau giờ học, giúp học viên ghi nhớ và củng cố lại kiến thức của buổi học. Bài tập về nhà được thể hiện trong giáo trình sẽ được cập nhật trên App IMAP Educare và được làm dưới hình thức Online.

Ngoài ra, phần Homework sẽ có lời giải chi tiết và mở rộng kiến thức thông qua Video chữa bài và Handouts bài tập về nhà trên App IMAP Educare.

Challenge

Phần thử thách và dự án của học viên xuất hiện với tần suất phù hợp (challenge sau mỗi 2 Uni) , nhằm nâng cao tính thực hành ngôn ngữ và giúp học viên sử dụng thành thạo các kiến thức đã học.

CUỐN SÁCH NÀY CÓ GÌ ĐẶC BIỆT?

Giáo trình Communication 1 được thiết kế theo mô hình
Lớp học đảo ngược – Flipped classroom.
Theo đó, học viên sẽ chuẩn bị bài học trước tại nhà thông qua Lesson preparation và video bài giảng. Tại buổi học, học viên sẽ cùng tương tác với giáo viên, ôn tập và áp dụng kiến thức vào các hội thoại, bài nghe, bài viết thực tế, kết hợp với các hoạt động tương tác lớp học theo phương pháp giảng dạy TESOL. Cuối cùng, kết hợp các kiến thức đã học để làm bài tập, thử thách, dự án và mở rộng các kiến thức từ các bài đã học.

Với mô hình học này, Ms Hoa Giao tiếp tin rằng học viên tham gia khóa học sẽ tích lũy được kiến thức một cách trọn vẹn nhất, giúp học viên tối ưu thời gian học tập; đồng thời nâng cao kỹ năng tự học, tìm kiếm và tổng hợp thông tin.

Ms Hoa giao tiếp hi vọng rằng cuốn sách này sẽ là một trợ thủ đắc lực giúp bạn có những trải nghiệm tuyệt vời trong khóa học.

HƯỚNG DẪN SỬ DỤNG HỌC LIỆU CHƯƠNG TRÌNH GIAO TIẾP COMMUNICATION 1

Bên cạnh cuốn giáo trình bạn đang sở hữu, Ms Hoa Giao tiếp cung cấp thêm "Bộ học liệu học tập" đính kèm, được kết hợp trong suốt quá trình học tập bao gồm: Hệ thống bài test và handouts, App Học tập, tài liệu bổ trợ khóa học, tài liệu tiếng Anh chuyên ngành.

Giáo trình

Sử dụng kết hợp phần "Lesson preparation" và "Homework" với App học tập IMAP Educare. Các phần còn lại được thực hiện tương tác trên lớp học thông qua slide bài giảng, handouts hoạt động nếu có.

Hệ thống bài test và handouts

Hệ thống bài test bao gồm: Vocabulary test, Minitest, Progress test và Final test được Online hóa trên App IMAP Educare. Học viên sẽ làm trực tiếp trên App học tập theo sự chỉ dẫn của giáo viên.

App học tập "IMAP Educare"

App được đăng ký theo lớp học học viên đang theo học, trong đó toàn bộ tài liệu của khóa học sẽ được cập nhật:

- Thông tin buổi học và số lượng bài test, bài tập cần hoàn thành của buổi học đó.
- Video giảng dạy - lesson preparation – nghe và học trước tại nhà kết hợp bài tập trong mục "lesson preparation" của giáo trình.
- Tóm tắt kiến thức bài học dưới dạng văn bản: đọc và ghi chú lại kiến thức chưa kịp ghi chép trong giờ học.
- Bài tập về nhà làm trực tiếp và chấm điểm tự động, kết hợp video chữa bài tập về nhà, kèm handouts lời giải chi tiết và mở rộng kiến thức học viên có thể xem sau khi hoàn thành bài tập.
- Hệ thống bài test: Vocabulary test, Minitest, Progress test và Final test – thực hiện trực tiếp trên App và chấm điểm tự động.

Tài liệu bổ trợ khóa học

Các cuốn ebook bổ trợ khóa học sẽ được thiết kế dựa trên nội dung học của giáo trình, tuy nhiên sẽ mở rộng hơn về từ vựng, cấu trúc và mẫu câu hội thoại. Học viên sử dụng để tự học tại nhà, xem video, nghe các mẫu câu hội thoại và thực hành.

Tài liệu tiếng Anh chuyên ngành

Học viên có thể kết hợp lượng từ vựng trong cuốn tiếng Anh chuyên ngành với các tình huống giao tiếp thực tế đã được học trong trong cuốn giáo trình Communication 1 và các tài liệu bổ trợ khác.

Cảm ơn các bạn đã lựa chọn Ms Hoa giao tiếp và chúc các bạn thành công trên con đường chinh phục giao tiếp tiếng Anh đỉnh cao!

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Unit	Pronunciation	Vocabulary	Grammar
1. Getting acquainted	/ɪə/ & /eə/	· Personal information (occupations, name, address) · Countries and nationalities · Positive adjective to describe people	· Information question with "be" · Modification with adjectives · Yes/ No question
2. Everyday routines	/aɪ/ & /əʊ/	· Daily activities · Leisure activities	· Present tense · Adverb of frequency
3. Hobbies	Words endings with "-s"	· Recreational activities · Verbs expressing like, dislike	· Present and past tense review · Adverbial phrase of time, place, frequency
REVIEW AND FREE TALK 1			
Networking 1	· Start a conversation · Talking about jobs		
4. Sports and exercises	/aʊ/ & /ʊə/	· Type of sports · Sport activities	· Modal verb "can/ could, have to"
5. Body and health	/ʃ/ & /ʒ/	· Adjective describing body · Parts of body · Accidents and injuries · Ailments and remedy	· Describing people with "be" and "have" · "Should" for giving advice
Networking 2	· Showing interest in other people · Exchanging information		
REVIEW AND FREE TALK 2			

6. An office move	/tʃ/ & /dʒ/	· Recommending a service and giving reasons · Compare things	· Conditional sentence type 1
7. Problems and solutions	/θ/ & /ð/	· Give solutions to common office problems · Make phone calls at work	· Making offers and promise with "will" · Past tense review
Work skills	· Face-to-face complaints · Business workshop – Can I help you?		
Telephoning 1	· Cold calling		
8. Activities and plans	/eɪ/ & /ɔɪ/	· Weather expression · Future activities and holidays	· Present continuous
9. Taking transportation	Pronunciation review (monophthongs)	· Kinds of tickets and trips · Travel services · Means of transportation	· Modals "should, could" · Be going to - review
Telephoning 2	· Confirming or Arranging appointments		
10. Travel arrangement	Pronunciation review (diphthongs)	· Travel arrangement	· Talking about arrangement - present continuous
11. Delayed flight	Pronunciation review (consonants)	· Airport and train station	· Simple future review
Business trip			
REVIEW AND FREE TALK 3			

Quét mã QR Code để sử dụng Audio và Đáp án giáo trình nhé.

Hoặc Link: https://s.imap.edu.vn/audiokey6

Vui lòng phản hồi vào link sau nếu có bất kỳ vấn đề nào về học liệu bạn đang sử dụng.

Link: https://s.imap.edu.vn/b

Hoặc mã QR Code:

UNIT 1 GETTING ACQUAINTED

Communication goals

1. Identify the personal information: name, DOB, phone number, email address, jobs, and countries

2. Talk about personal information and get so meone's personal information

3. Identify the diphthongs /ɪə/ & /eə/

Lesson preparation

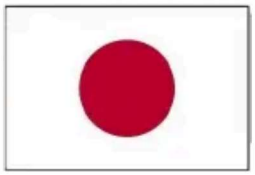
1. Listen and match 1–3 with a–c. (File 1)

1. Lena, this is Jorge.	a. I'm Irish.
2. I'm Kathy.	b. Are you Miss Sato?
3. Excuse me.	c. He's from Spain.

2. Complete the dialogues with the sentences in Exercise 1. Then listen and check. (File 2)

3. Match the flags with the countries in the box.

Turkey	China	Argentina	The USA	Japan	The UK

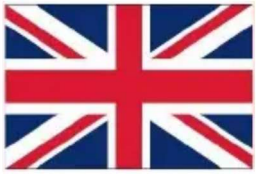


1. .....

2. .....

3. .....

4. .....



5. .....

6. .....

4. Complete the dialogue with the words in the box.

graphic designer	nationality	occupation	hometown	birthplace

Leah: What's your (1) ....., Jacek?

Jacek: I was born in the USA. My (2) ..... is Los Angeles.

Leah: Oh, are you American?

Jacek: No, my (3) ..... is Canadian.

Leah: What's your (4) .....?

Jacek: I work as a (5) .....

Leah: Great.

5. Fill in the gaps with the correct question word. Choose *where, when, what*, or *who*

1. A: ..... is Canberra?

   B: It's in Australia.

2. A: ..... are John and Mandy?

   B: They are my friends.

3. A: ..... is your birthday?

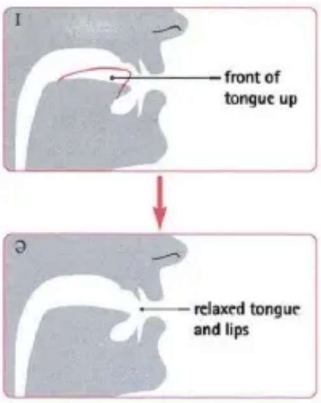
   B: It's on 23rd May.

4. A: ..... is the Thames?

   B: It's a river.

Pronunciation

1. /ɪə/ is a long sound. It moves from /ɪ/ to /ə/. Look at the diagram. Listen and say the sound. Target sound /ɪə/. (File 3)



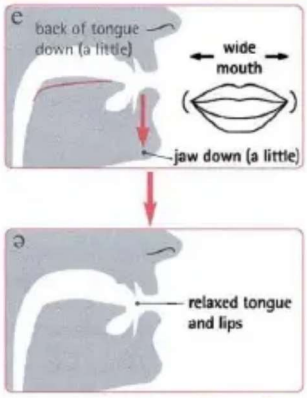
2. /ɪə/ is spelled in different ways. Listen and repeat. (File 4)

ea	r**ea**l					
ear	**ear**	b**ear**d	cl**ear**	h**ear**	n**ear**ly	y**ear**
eer	b**eer**	ch**eer**s				
ere	h**ere**	w**e're**				

3. Now, listen and say these sentences. (File 5)

1. W**e're** h**ere**!
2. Have a b**eer** – ch**eer**s!
3. Is there a bank n**ear** h**ere**?
4. The meaning isn't r**ea**lly cl**ear**.

4. /eə/ is a long sound. It moves from /e/ to /ə/. Listen and say the sound. Target sound /eə/. (File 6)



5. Listen and underline the words that have sound /eə/, check and practice the conversation with your friend. (File 7)

A: Look at that aeroplane!

B: Where?

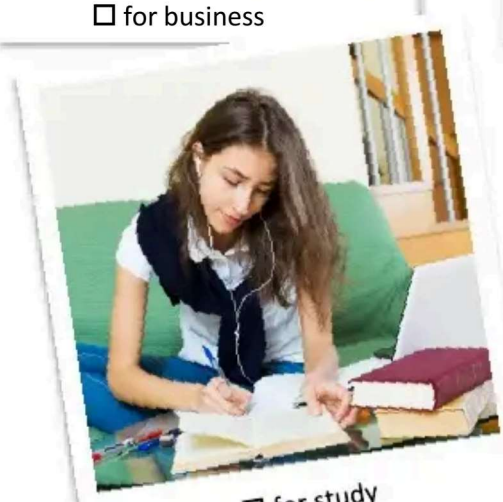
A: Up there, in the air, of course!

Vocabulary

6. Look at the pictures and tick (✓) the reason why you're studying English.

☐ for business

☐ for travel



☐ for study

☐ to get to know people who don't speak my language

7. Complete the form below with your information.

Mr. ☐
Mrs. ☐
Ms. ☐
Miss ☐

Last/ Family Name

First/ Given Name

Nationality

Occupation

✓Titles

Men	Woman
Mr.	Ms. (married or single)
	Mrs. (married)
	Miss (single)

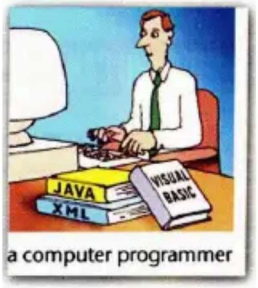
Use titles with family names, NOT first or given names.

Countries and nationalities

Country	Nationality	Country	Nationality
I'm from **Japan.**	I'm **Japanese.**	He's from **Argentina.**	He's **Argentinean.**
She's from **China.**	She's **Chinese.**	They're from **the U.K.**	They're **British.**
He's from **the U.S.A.**	He's **American.**	We're from **Turkey.**	We're **Turkish**

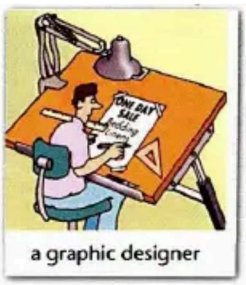
8. Listen to each conversation and write each person's nationality and occupation. Then tick (✓) yes or no to indicate whether the person has a nickname. (File 8)

	Nationality	Occupation	Nickname?	
1			☐ yes	☐ no
2			☐ yes	☐ no
3			☐ yes	☐ no
4			☐ yes	☐ no

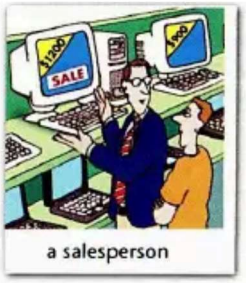


a computer programmer

an interpreter



a graphic designer



a salesperson

9. Check (✓) words on the list that describe your best friend.

☐ beautiful	☐ famous	☐ great	☐ wonderful
☐ handsome	☐ fantastic	☐ terrific	

Grammar

10. Listen to people meeting someone new. Then practice the conversation model with a partner. (File 9)

A: Who's that?

B: Over there? I think she's new.

A: Well, let's say hello.

• • •

B: Good morning. I'm Alex, and this is Lauren.

C: Hi. My name's Kathryn Gao.
But everyone calls me Kate.

A: Great to meet you, Kate.
Where are you from?

C: New York.

Information questions with "be"

Who's Ms. Nieto?	She's my teacher.
Who are they?	They're my classmates.
Where's she from?	She's from Seoul, Korea.
What's your occupation?	I'm an engineer.
What's his e-mail address?	It's ted@kr.com [say "ted at k-r-dot-com"].
How old are you?	I'm twenty-six.

Contractions

Who's = Who is	**I'm** = I am	**you're** = you are
Where's = Where is	**he's** = he is	**we're** = we are
What's = What is	**she's** = she is	**they're** = they are

11. Complete the conversations.

1 **A:** ..... that over there?
B: Oh, that's Hasna. ..... from Lebanon.
A: ..... she?
She looks very young.
B: I think ..... twenty-five.

2 **A:** Your new neighbor's good-looking!
..... his name?
B: His name's Francisco.
A: ..... he from?
B: El Salvador.

3 **A:** ..... they?
B: I think ..... new students.

4 **A:** It was nice to meet your brothers.
..... they?

A: ..... their names?

B: Evan and Kim.

B: Greg's only fourteen. But my older brother, David, is twenty-eight.

A: ..... David's occupation?

B: ..... a lawyer.

Modification with adjectives

Adjectives describe nouns and pronouns. They can go after the verb be or before a noun.

Usain Bolt is **terrific**. He's a **terrific athlete** from Jamaica.

Tony Leung and Gong Li are **famous**. They're **famous actors** from China.

They're **wonderful**.

Use an article before an adjective that modifies a singular noun.

He's **a** great musician. NOT ~~He's great musician.~~

12. Combine each pair of sentences. There's an example for you.

1. Chris Pine is an actor from the U.S. He's handsome.

→ *Chris Pine is a handsome actor from the U.S.*

2. Emeli Sandé is a singer from the U.K. She's fantastic.

→.....

3. Cheng Fei and Yao Jinnan are athletes from China. They're terrific.

→.....

4. Sebastião Salgado is a photographer from Brazil. He's great.

→.....

5. Alice Munro is a writer from Canada. She's famous.

→.....

Yes / No questions and short answers with be

Are you our teacher?	Yes, I am.	No, I'm not.
Is she Chinese?	Yes, she is.	No, she isn't./ she's not.
Is your nickname Josh?	Yes, it is.	No, it isn't./ it's not.
Are you and Tom students?	Yes, we are.	No, we aren't./ we're not.
Are they famous?	Yes, they are.	No, they aren't./ they're not.

Be careful!
Yes, I am. NOT ~~Yes, I'm.~~
Yes, she is. NOT ~~Yes, she's~~

13. Listen to someone identify and describe a person. Pay attention to the rhythm and intonation. (File 10)

A: Hey. Who's Lucia Micarelli?

B: You don't know? For real?

A: No. Is she famous?

B: She sure is. She's a great musician.

A: Where's she from?

B: The United States.

14. Now with a partner, change the conversation model. Look at the famous people below and use an adjective to describe each of them.

A: Hey. Who's .....?

B: You don't know? For real?

A: No. Is ..... famous?

B: ..... sure is. .....'s a ....

A: Where's ..... from?

B: .....

Homework

Exercise 1. Underline the adjective in the following sentences.

1. Suraj Sharma is a wonderful actor.
2. Lionel Messi is a fantastic athlete.
3. Juan Gabriel Vásquez is a great writer.
4. The Gypsy Kings are excellent musicians.
5. Zhang Ziyi is a beautiful singer and actress.
6. Nobu Matsuhisa is a famous chef.

Exercise 2. Complete the questions and answers.

1 **A:** ..... your father a teacher?
B: Yes, ...

2 **A:** Who ..... those new students? ..... from Canada?
B: No, ... I think ..... from the U.K.

3 **A:** ..... your son an athlete?
B: No, ... an artist.

4 **A:** That's a nice hat! ..... new?
B: No, ...

5 **A:** ..... this your new address?
B: Yes, ...

6 **A:** ..... you a musician?
B: Yes, ... a violinist.

Exercise 3. Read the information. Then complete the introduction.

Name: Enrique Cruz
Nickname: Kiki
Occupation: pilot
Hometown: Veracruz, Mexico
Birthplace: Grenada, Spain
Age: 41
Favorite actor: Matt Damon
Favorite sport: soccer
Other: lives in Monterrey, Mexico

Meet ..... . He's a ..... , and he lives in ..... . Everyone calls him ..... . His hometown is ..... , but actually he was born in ..... . His favorite actor is ..... , and his favorite sport is ..... . Mr. Cruz is ..... years old.

Exercise 4. Write the information of your friend on the notepad.

Name:
Nickname:
Occupation:
Hometown:
Birthplace:
Age:
Favorite actor:
Favorite sport:
Other:

Exercise 5. Answer the questions. Record your speaking.

a. What's your name?

b. What's your nickname?

c. What do you do?

d. How old are you?

e. Where were you born?

f. What's your nationality?

UNIT 2 EVERYDAY ROUTINES

Communication goals

1. Understand someone's schedule and daily activities

2. Talk about daily activities

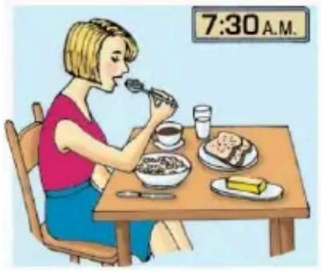
3. Identify the diphthongs /aɪ/ & /əʊ/

Lesson preparation

1. Put the picture in the correct order and write the activity.

..... 1 – Get up .....

.....



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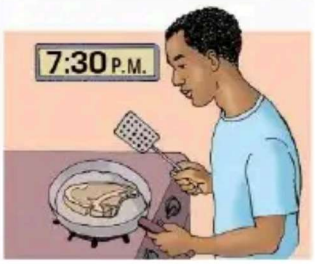


.....

.....

.....

2. Match the following words with the correct pictures.

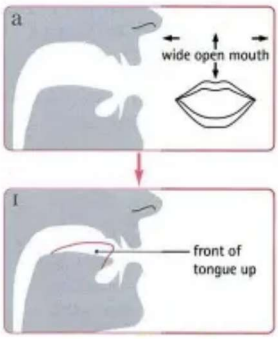
Play soccer	Listen to music	Exercise
Read	Go to the movies	Visit friends

3. Complete the statements. Use the simple present tense.

1. Ed ..... (get) up at 7:00, but his daughter, Amy, ... (get) up at 7:30.
2. Amy ..... (eat) breakfast at 7:30 A.M, but Ed ..... (eat) at 6:30.
3. After breakfast, Ed ..... (shave), and Amy ..... (put) on makeup.
4. Ed and Amy ..... (watch) TV in the evening.
5. Amy ..... (go) to bed at 10:00 P.M, but Ed ..... (go) to bed at 11:00.
6. Amy ..... (make) dinner on weekends, and Ed ..... (make) dinner on week days.

Pronunciation

1. /aɪ/ is a long sound. It moves from /a/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound /a ɪ/. (File 1)



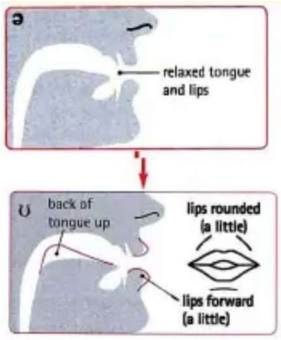
2. /aɪ/ is spelled in different ways. Listen and repeat. (File 2)

i	l**i**ke	t**i**me	wh**i**te
ie	d**ie**		
y	dr**y**	Jul**y**	wh**y**
igh	h**igh**	n**igh**t	r**igh**t
uy	b**uy**		

3. Now, listen and say these sentences. (File 3)

1. Do you l**i**ke dr**y** w**i**ne?
2. Wh**y** don't you tr**y**?
3. Jul**y** will be f**i**ne.
4. Dr**i**ve on the r**i**ght.

4. /əʊ/ is a long sound. It moves from /ə/ to /ʊ/. Listen and say the sound. Target sound /əʊ/. (File 4)



5. Listen and say these sentences. (File 5)

1. I d**o**n't kn**o**w.
2. My t**oe**s are c**o**ld.
3. She ph**o**ned me in Oct**o**ber.
4. They sh**ow**ed us their h**o**me.

Vocabulary

6. Match the words in the panel with the pictures.

7. Complete the sentences with suitable words.

1. I usually get ..... at 6 A.M when my alarm clock goes off.
2. I ..... lunch at the cafeteria near my company with my colleagues.
3. In my family, we often have ..... at about 7 o'clock in the evening.
4. On the weekends, I ..... to bed later than on weekdays.
5. I finish work at 5 P.M and then I ..... home by bus.
6. I always have a ..... after watching the news on TV.
7. I sometimes ..... breakfast on my way to work.
8. I always go to ..... by train.

8. Listen and fill in the missing letters. (File 6)

e_er_ise

lis_en t_ m_si_

r_a_

pl_y so_c_r

_o to the m_v_ _s

v_ _it _ri_n_s

Grammar

9. Read and listen to people day. Pay attention to the verbs. (File 7)

Kim's day (1st person narrative)	I get up at seven forty-five. I have breakfast at eight and I go to school at eight thirty. I have lunch in school with my friends. I leave school at three thirty in the afternoon and I walk home with my friends. I get home at four thirty, have tea, and watch television. I go to bed at eleven o'clock on schooldays, but later at the weekend, of course!
Elliot's day (3rd person narrative)	He gets up at six o'clock an d has a shower. He has breakfast at six forty-five. He leaves home at seven fifteen, and he goes to work by taxi. He has lunch in his office at one o'clock. He leaves work at eight o'clock in the evening. He sometimes buys a pizza and eats it at home. He gets home at nine fifteen. He works at his computer until eleven thirty. He always goes to bed at eleven forty-five.

The Present Tense – Positive

I eat lunch at 12 o'clock every day.	|	**She eats** lunch at 12 o'clock every day.
They go to work by bus.	|	**He goes** to work by bus.
We have a big breakfast.	|	**She has** a big breakfast.

10. Cross out the incorrect word in each sentence.

1 She *eat/eats* dinner in the evening
2 He *get up/gets up* at 7:00.
3 I *go/goes* to work at 10 A.M.
4 They *have/has* a bath at 7 P.M.
5 We *exercise/exercises* at 8 A.M.
6 Mia *read/reads* newspaper every day.
7 My friend *visit/visits* me every week.
8 Tim and Tom *play/plays* soccer on Saturdays.

The Present Tense – Negative & Question

I do not get up until 8 A.M.	**He does not get up** until 8 A.M.
They do not play soccer on weekdays.	**She does not play** soccer on weekdays.
We do not visit friends on Sundays.	**He does not visit** friends on Sundays

The Present Tense – Question

Do you work outside? – Yes, **I do.**	**Does he work** outside? – Yes, **he does.**
No, **I don't.**	No, **he doesn't**

11. Listen and complete the answers. (File 8)

1 What time does he get up?

He ..... at 6:00.

2 When does he go to bed?

He ..... at 11:45.

3 Does he go to work by taxi?

....., he does.

4 Does he have lunch in a restaurant?

....., he doesn't.

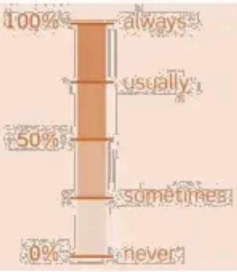
5 Does he go out in the evening?

No, he ..... .

- **When** do you have a bath?
  I have a bath **in the morning**.
- **What time** does Jimmy get up?
  He gets up **at 6:00.**

Adverbs of frequency

I **always** have breakfast.
They **usually** finish work at 5:00.
She **sometimes** goes shopping after work.
She **never** eats meats.



She never eats meat.

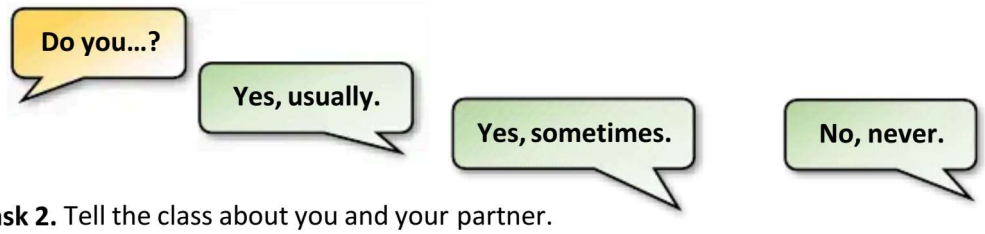
12. Look at the questionnaire. Listen and repeat the questions. Then do the tasks below. (File 9)

lifestyle questionnaire

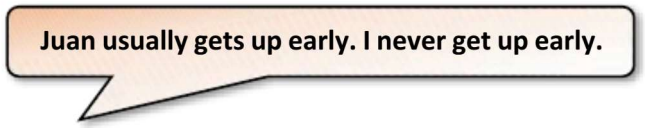
Do you…?	always	usually	sometimes	never
1 get up early	☐	☐	☐	☐
2 have a big breakfast	☐	☐	☐	☐
3 walk to school/work	☐	☐	☐	☐
4 go to school/work by bus	☐	☐	☐	☐
5 watch TV in the evening	☐	☐	☐	☐
6 go shopping at the weekend	☐	☐	☐	☐
7 eat in restaurants	☐	☐	☐	☐
8 drink wine	☐	☐	☐	☐
9 go to bed late	☐	☐	☐	☐

Task 1. Ask a partner the questions and complete the questionnaire.

Tick (✓) the correct boxes.



Task 2. Tell the class about you and your partner.



13. Listen to the conversation. Pay attention to the rhythm and intonation. Then practice with a partner. (File 10)

A: What's your typical day like?
B: Well, I usually go to work at 9:00, and I come home at 6:00.
A: And what do you do in your free time?
B: I sometimes read or watch TV. What about you?
A: Pretty much the same.

14. On the notepad, write your typical daily activities. Then, with a partner, personalize the conversation.

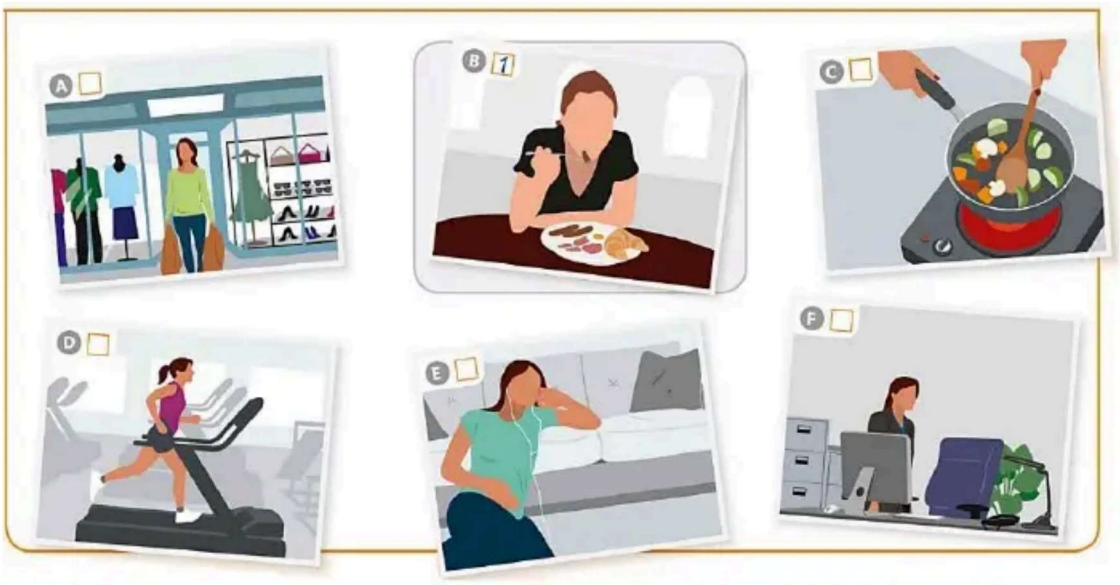
A: What's your typical day like?
B: Well, I.....
A: And what do you do in your free time?
B: ..... What about you?
A: .....

On weekdays

On weekends

Homework

Exercise 1. Listen and number the pictures in the order they are described. (File 11)



Exercise 2. Write the name of a classmate. Check his or her activities.

Name: .....

- ☐ has a bath in the evening
- ☐ has a bath in the morning.
- ☐ doesn't eat breakfast.
- ☐ eats a large breakfast.
- ☐ studies after dinner
- ☐ watches TV after dinner
- ☐ gets up early on weekends
- ☐ gets up late on weekends

Now write sentences about this person.

Exercise 3. What do you like to do in your free time? Tick (✓) your answers and practice saying the full sentences.

Ex. In my free time, I usually listen to music.

	Yes	No		Yes	No
Exercise	☐	☐	Read books	☐	☐
Play soccer	☐	☐	Watch TV	☐	☐
Cook	☐	☐	Go to the movies	☐	☐
Listen to music	☐	☐	Visit friends	☐	☐
Go shopping	☐	☐	Surf the Internet	☐	☐

Exercise 4. Read the blog and answer the questions.

1 Edward lives in Australia.

True ☐ **False** ☐

2 He gets up at 7:30am.

True ☐ **False** ☐

3 He doesn't work in an office.

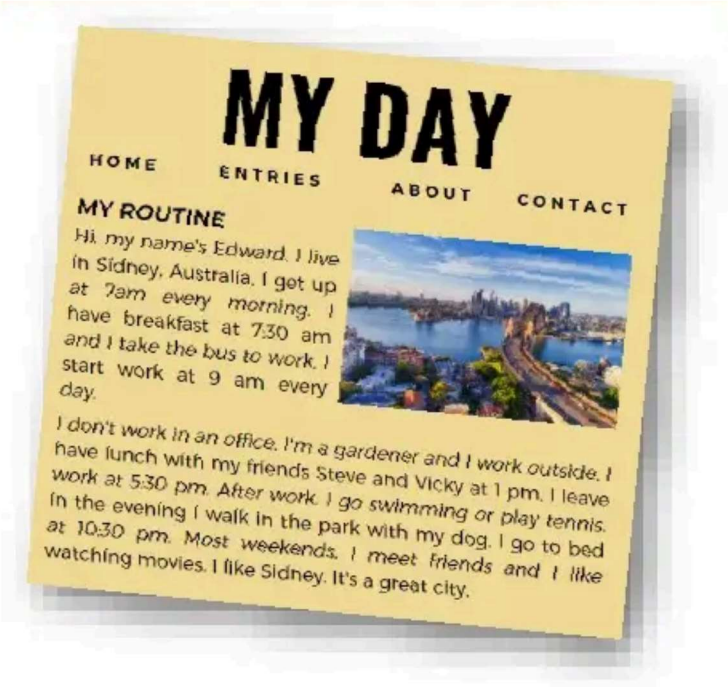
True ☐ **False** ☐

4 He has lunch with his friends.

True ☐ **False** ☐

5 He has a dog.

True ☐ **False** ☐



CHALLENGE 1
MAKE YOUR VIDEO
PERSONAL INFORMATION
Introduce yourself: Name, nickname, age, country and nationality, occupation,...
DAILY ACTIVITIES
Talk about your daily routines. Give details about the activities you do, the time you do the activities, the frequency,...
LET'S MAKE A VIDEO
Make a video to introduce yourself and share your daily routines.

Challenge 1

UNIT 3 HOBBIES

Communication goals

1. Talk about hobbies and recreational activities

2. Write small paragraphs about likes and dislikes

3. Recognize adverbial phrases of time

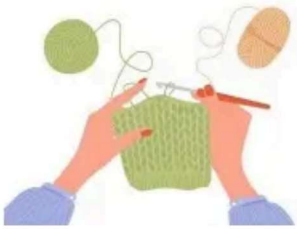
Lesson preparation

1. Write the words from the box under the correct picture.

Chess	Embroidery	Video game	Yoga
Karate	Aerobics	Carve wood	Collect coins
Crochet	Raise rabbits	Restore furniture	Table tennis

1. .....

2. .....



3. .....

4. .....

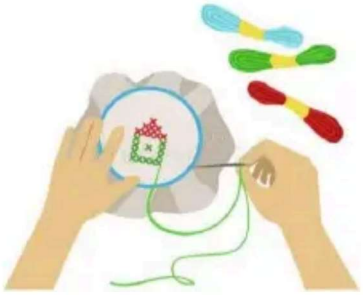
5. .....

6. .....

7. .....

8. .....

9. .....



10. ……. 11. ……. 12. …….

2. Put the following adverbial phrases into the correct columns.

Just as Consequently As soon as At the very moment
Subsequently Shortly after Not long before

Before	Same time	After

3. Choose the word whose underlined part has different pronunciation from the others.

1. A. coughs	B. sings	C. stops	D. sleeps
2. A. signs	B. profits	C. becomes	D. survives
3. A. walks	B. steps	C. shuts	D. plays
4. A. wishes	B. practices	C. introduces	D. leaves
5. A. grasses	B. stretches	C. comprises	D. potatoes
6. A. desks	B. maps	C. plants	D. chairs
7. A. pens	B. books	C. phones	D. tables
8. A. dips	B. deserts	C. books	D. camels

Pronunciation

Third-person singular -s in the present simple

-s as /ɪz/	Verb ends in **/tʃ/, /dʒ/, /s/, /z/ or /ʃ/** sounds (*sibilant*)	teaches - /ˈtiːt**ʃɪz**/ loses - /ˈluːz**ɪz**/
-s as /s/	Verb ends in **/p/, /t/, /k/, /f/ or /θ/** sounds (*voiceless*)	hopes - /həʊp**s**/ breaths - /brɛθ**s**/
-s as /z/	Verb ends in **/b/, /d/, /g/, /v/, /ð/, /m/, /n/, /ŋ/ or /l/** sounds (*voiced*) or a **vowel sound**	loves - /lʌv**z**/ baths - /bɑːθ**z**/

1. Listen and fill in the blanks. (File 1)

Jessica Miller (1)…… to stay in shape. She tries to avoid (2)…… foods. She likes desserts, but she avoids (3)…… She always drinks a lot of (4)……

To stay in shape, Juan Reyneri goes running and (5)…… He eats five or six (6)…… meals each day. He usually avoids sodas and (7)…… He occasionally eats junks food.

Naomi Sato sometimes goes (8)…… She doesn't have much time to (9)…… She eats fish once a week and lots of (10)……

2. Put the verbs in the paragraphs above into correct columns.

-s as /ɪz/	-s as /s/	-s as /z/
	eats	*tries*
……	……	……
……	……	……
……	……	……

Vocabulary

3. Listen and fill in the blanks. (File 2)

Frank: So tell me something about (1) .....

Amy: What would you like to know?

Frank: Well, for example, what do you like doing in your (2) .....?

Amy: Let's see. Most of all, I enjoy playing tennis. I find it (3) ..... What about you?

Frank: Well, I find tennis a little (4) ..... But I do love going to the movies.

Amy So do I. We should go to the movies together sometime, then.

4. Listen and write the words from the box. (File 3)

wood carving	aerobics	chess	video games
coins	embroidery	antiques	yoga
karate	crochet	rabbits	ping pong

a. Do you play any interesting games?

I play (1).....

I play (2).....

I play (3).....

b. Do you do any handicrafts?

I do (1).....

I do (2).....

I (3).....

c. Do you do any fitness activities?

I do (1)……

I do (2)……

I do (3)……

d. Do you have any hobbies?

I raise (1)……

I restore (2)……

I collect (3)……

5. List your likes and dislikes in gerund form by writing a statement with "It's ……" to explain why.

	Likes	**Dislikes**
1.	Play chess: It's *exciting*.	Crochet: It's *boring*.
	……	……
	……	……
	……	……

6. Discuss the hobbies you do or would like to do with your classmates and explain why.

Grammar

Present and Past simple tense

Present simple	Past simple
He hunts rabbits **every** weekend.	He hunted rabbits **every** weekend.
She takes classes **five times a month.**	She takes classes **five times a month.**
We **often** watch television in the evenings.	We **often** watched television in the evenings.
I **sometimes** do aerobics at the gym.	I **sometimes** did aerobics at the gym.
	I visited my friends **last** month.
	I collected coins one year **ago**.
	I did aerobic **in 2012.**
	I played computer game **yesterday**.

7. Type the missing words below. Use the present form or the past form. There may be more than one answer.

A: Where do you work?

B: I (1) ..... in a restaurant, but I (2) ..... yesterday.

A: What (3) ..... yesterday?

B: I (4) ..... golf.

A: Where (5) .....?

B: At the golf club. How about you? What sport (6) .....?

A: I (7) ..... sport. I (8) ..... tennis last week, but I (9) ..... it.

8. On the notepad, write what you did on the weekend.

On Saturday

.....

.....

.....

On Sunday

.....

.....

.....

9. On the notepad, write your typical daily activities. Then, with a partner, make a conversation basing on the conversation model.

A: What's your typical day like?

B: Well, I usually go to work at 9:00, and I come home at 6:00.

A: And what do you do in your free time?

B: I sometimes read or watch TV. I am a big fan of *The late-night show*. And sometimes play video games with my friends if we are free. What about you?

A: I join a karate class.

On weekdays

……

……

……

……

On weekends

……

……

……

……

Homework

Exercise 1. Read the descriptions of these people. What types of leisure activities do you think suit them?

Sofia Teixera

I'm a businessperson, and my job is very demanding. Sometimes the stress really gets to me. I have to travel a lot for work – I'm on the go from morning to night. I often get headaches and backaches from all the tension. I really need to get some R and R into my life.

.....

Minako Tanaka

I've just opened up my own graphic design business. I'm also a full-time mom. Balancing work and family is really challenging. When I do get some free time. I need to do something creative.

.....

Raphael Espino

Being a computer programmer, I have to sit at a desk all day long. I'm pretty exhausted. The only free time I have is on the weekends. But even then, I can't always let go of the job. I've got to find a way to take my mind off of work.

.....

Exercise 2. Think of some things you and people you know like to do or make. Write at least 8 sentences about these hobbies or interests and describe them.

Example: I've been collecting beautiful antique handmade paper dolls for years. My sister has always liked to watch old black-and-white Hollywood movies.

Exercise 3. Answer the questions. Record your speaking.

a. Do you play any interesting games? What is it?

b. Do you play any sports? What is it?

c. Do you have any hobbies? What is it?

REVIEW AND FREE TALK 1

Communication goals

1. Review Unit 1,2,3

2. Talk with colleagues

Review

1. Write the word that fits the picture, you can use the hints.

1.

Bi.....e

2.

A com.....

pro.....

3.

A s.....

4.

A gra.....

d.....

5.

Ex.....

6.

Vi..... f.....

7.

S..... the l.....

8.

R..... book

9.

Do .....

10.

Play .....

11.

Co..... c.....

12.

Play .....

2. Write the best word to fill the gaps.

1. I usually …… up at 6.00 a.m. when my alarm clock goes off.

2. I …… lunch in the school canteen at 1 p.m.

3. In my family we usually …… dinner at about 6 p.m.

4. My school finishes at 3 p.m. and then I …… home by bus.

5. On the weekends, I …… to bed later than on weekdays.

6. My alarm clock goes off at 8 a.m. on Sunday but I don't …… up until 8.30 a.m.

7. I always …… my teeth before I go to bed.

8. On weekdays, I …… to school with my friends at 9.00 a.m.

3. Make questions using the information above, then, ask your friends the questions.

……

……

……

……

……

……

……

……

4. Watch a video and answer the question below.

4.1. Choose the best summary of the video.

A. Emir and Paul talk about all the different things they do when they aren't working.

B. Paul asks Emir if he would like to try meditation.

C. Emir and Paul find out that they have the same hobby – meditation.

4.2. Put the words in the correct order.

1. working? / you're / do when / do you / What / not?

……

2. really tired / I'm always / weekends. / the evenings / in / and / at

.....

3. recently / meditation. / I've / started / doing

.....

4. meditation. I / know / I didn't / do too! / you did

.....

5. How / do / you / practice? / often

.....

6. to find / but sometimes / mornings usually, / time. / it's hard / Most

.....

7. week. / once or / I / normally / a / meditate / twice

.....

8. have / than that. / more / never / I / enough time / to do it

.....

4.3. Work in pairs, ask and answer the questions about your leisure time activities, use the phrases from the video.

What do you do when you're not working?

I didn't know you did meditation.

I do too!

How often do you practice?

Most mornings, usually.

Sometimes it's hard to find the time.

I normally meditate once or twice a week.

I never have enough time.

Free talk

5. Work in groups of three or four. Discuss these situations, make conversations that are equivalent to the situations. Practice in front of the class.

Give feedback for other teams.

Situation 1. All of you are added to a new group of presentation. You are from a different class. You don't know each other.

Situation 2. All of you finished the summer vacation and now, are back to school.

Situation 3. All of you have some break time at work today. Tomorrow is a day off.

Situation 4. Tomorrow, your partner will come and see your company. Your team has to take care of him during the time he's in Vietnam.

NETWORKING 1

Communication goals

1. Start a conversation in a friendly and effective way

2. Talk about jobs (benefits, responsibilities… .)

Lesson preparation

1. Match the nouns from the box with the correct verb.

Nurse

Marketing

Manager on a construction site

PA

IT programmer

Project manager

Architect

Banker

2. Put the following adjectives into the correct columns.

challenging monotonous rewarding fulfilling
interesting stressful absorbing demanding

Positive Adjective	Negative Adjective

3. How to start a conversation? List as many ways as you can.

……

……

……

……

……

4. Circle the correct word when talking about job responsibilities.

1. He is responsible for ***helping / to help*** farmers.
2. I'm in charge of ***managing / to manage*** the legal department.
3. My job involves ***providing / to provide*** people with the computer equipment they require.
4. I'm responsible for ***to oversee / overseeing*** the production of all our fashion lines.
5. My job entails ***to organize / organizing*** my boss's affairs.

Vocabulary

1. Complete the following sentences with an appropriate word from the box.

networking	communication	partners
small talks	greetings	conversation

1. I don't enjoy parties where I have to make …….. with complete strangers.
2. I struck up an interesting …….. with a new colleague.
3. The conference is designed to encourage ……..and to create unique business opportunities for all attendees.
4. The two companies are …….. in a contract to build the new factory.
5. They exchanged …….. before starting the session.
6. Business people often think that fluency and …….. are more important than grammar when speaking.

2. Match the sentences on the left with their corresponding responsibilities on the right. Follow the example.

1	I'm a nurse.	**A**	I'm responsible for making sure that our projects come in on schedule and within budget.
2	I work in marketing.	**B**	My job involves managing my customers' money effectively and profitably.
3	I'm a manager on a construction site.	**C**	My company develops websites for clients.
4	I'm a PA.	**D**	My main responsibility is to promote new products ahead of their launch.
5	I'm an IT programmer.	**E**	I'm in charge of designing new buildings for our clients.
6	I'm a project manager.	**F**	I help to look after people when they are sick.
7	I'm an architect.	**G**	My job entails organizing my boss's affairs.
8	I'm a banker.	**H**	I oversee a team of 250 builders and 20 administrative staff.

1. *F* 2….. 3….. 4…..

5….. 6….. 7….. 8…..

3. Complete the following sentences with an appropriate adjective from the box. Note that in some sentences, more than one adjective is possible.

challenging	monotonous	rewarding	fulfilling
interesting	stressful	absorbing	demanding

1. My job doesn't vary very much on a day-to-day basis. It's quite …… .
2. It's very ……to see the children's excited faces at the end of a really good lesson.
3. I find my job quite ……when my phone won't stop ringing and everyone wants to ask me something.
4. My job as an illustrator is very …… . Sometimes hours go by and I don't even notice.
5. I'm always learning new things, which makes my job very ……but also very ……

Grammar

4. Read and listen to a conversation heard at a conference in Marseilles. (File 1)

A: That was really interesting what the last speaker said about opening bank accounts in the Cayman Islands.

B: Yes, it was. **So, what do you do exactly?**

A: **I'm an auditor, a forensic auditor**

B: Ah, um, you're a forensic, urn, auditor?

A: Yes, that's right.

B: Right, oh. I see. Look at the time! I must get to the next presentation...

How to start a conversation.

What do you do?

Where are you from?

Where do you come from then?

How did you get here?

Have you been here before?

Paris is great, isn't it?

5. Now listen to more extracts from three conversations heard at a conference in Marseilles. Then match the conversations to the strategies they illustrate successfully or unsuccessfully. (File 2)

1.

A: Mmm, lovely coffee! I needed that. I just flew in from London very early this morning. **How did you get here?**

B: I came on the TGV train from Paris.

A: Really? I've never been on the TGV. **How long did that take?**

B: Oh, about four hours. But I was able to have breakfast and do some reading.

A: That sounds nice. I must try it sometime. **Marseilles's really *beautiful,* isn't it?**

B: Yes, it is. **Have you been here before?** If you haven't, you must...

2.

C: ..I'm certainly looking forward to the dinner this evening.

D: I am too. Especially the fish. We don't have much fish where I live

C: Really? **Where do you come from then?**

D: Garmisch-Partenkirchen. It's in the mountains just near Munich. What about you?

C: I'm from Cork in Ireland. The high street is supposed to have more pubs than any other town in Ireland.

D: Really? I'm going there on a business trip soon to visit the Apple factory. I must see if I can find time to visit some...

3.

E: ...and then I went jogging early this morning along by the sea. Fantastic sunrise coming up over the sea.

F: Really? Sunrise, you say?

E: Yes, amazing! Do you like jogging? You should try it, you know. It makes you feel really great all day long. Just set the alarm for 5.30, jump out of bed and after you've been running for about an hour or so, go back, have a shower and —

F: **Sorry, but do you know where I can smoke**? I think I want a cigarette before the next presentation. Ah, that way? Thanks.

Conversation 1: …….	**A**	Talk about ordinary things with conviction and enthusiasm.
Conversation 2: …….	**B**	Match your mood to that of the speaker.
Conversation 3: …….	**C**	When saying where you come from, add something interesting about the place.

6. Complete the sentences with words from the box.

looking	from	long	been	do
means	get	lovely	come	isn't

1. Have you …… here before?
2. Mmm, …… coffee! I needed that.
3. How did you …….. here?
4. How …… did that take?
5. I'm a forensic auditor, which …… that I help banks make sure none of their staff are doing anything illegal.
6. I'm certainly …….. forward to dinner.
7. I'm …….. Athens. It's a great place to live.
8. Marseilles's really beautiful, …….. it?
9. So, what do you ……exactly?
10. Where do you …….. from then?

Note how we use the *-ing* form after *involve*, *entail*, *be responsible for*, and *be in charge of*.

He is responsible for helping farmers.

I'm in charge of managing the legal department.

My job *involves providing* people with the computer equipment they require.

I'm responsible for overseeing the production of all our fashion lines.

My job *entails organizing* my boss's affairs.

7. Use phrases in Grammar box to describe what these people do. Accentuate the positive features of each job, following the example.

1. I'm an estate agent. …*I'm responsible for helping people find the right house to buy*….
2. I'm a lawyer. ……
3. I'm an accountant. ……
4. I'm a professor. ……
5. I'm an entrepreneur. ……

8. Your old school or college has approached you and asked you to send them a short recording describing your job. It will be played to students who are interested in following your chosen field.

- Briefly explain what you do, using appropriate adjectives.
- Make it relevant to the students listening.
- Accentuate the positive aspects of your profession.

Record yourself if possible. Then, review your recording and consider how you can improve.

Practice

9. Alex and Sophia are attending a presentation in New York. While waiting for the speaker, they start up a conversation. Reorder their dialogue so that it makes sense. Then listen to the audio to check your answers. (File 3)

[ ] **Alex:** No, it's my first trip.

[ ] **Sophia:** I'm a forensic auditor, which means that I help hedge funds and banks make sure none of their staff are doing anything illegal.

[*1*] **Alex:** It's a beautiful day today, isn't it?

[ ] **Alex:** Really? And do you often find any illegal activities?

[ ] **Sophia:** Absolutely, I love New York in the spring. Have you been here before?

[ ] **Sophia:** More than you might expect! Anyway, we'd better get back to the presentation.

[ ] **Alex:** I'm from Athens. It's a great place to live. What do you do?

[ ] **Sophia:** Oh, you must visit the Guggenheim Museum and the Empire State Building. Where do you come from?

10. Complete the conversation with an appropriate question or phrase.

Jon: This hotel is wonderfully designed, (1).....?

Marco: Yes, I love modern architecture. (2)..... ?

Jon: I'm from Dubai, home of the world's tallest building, the Burj Khalifa. And you?

Marco: I live in Como on the Italian lakes

Jon: I've been there on holiday. It's beautiful. (3).....?

Marco: I took the train from Milan

Jon: (4).....?

Marco: About four hours. It gave me a chance to catch up on some sleep!

Jon: (5).....?

Marco: I run a small restaurant. You'll have to stop by if you come to Como again! What about you?

Jon: I'm an interior designer. I mainly design the insides of shops and hotels.

Marco: Well, you can definitely stop by then and give me your opinion on my restaurant.

11. When starting a conversation, it is important to sound friendly and enthusiastic. Listen to the speakers and decide whether they sound friendly or unfriendly. (File 4)

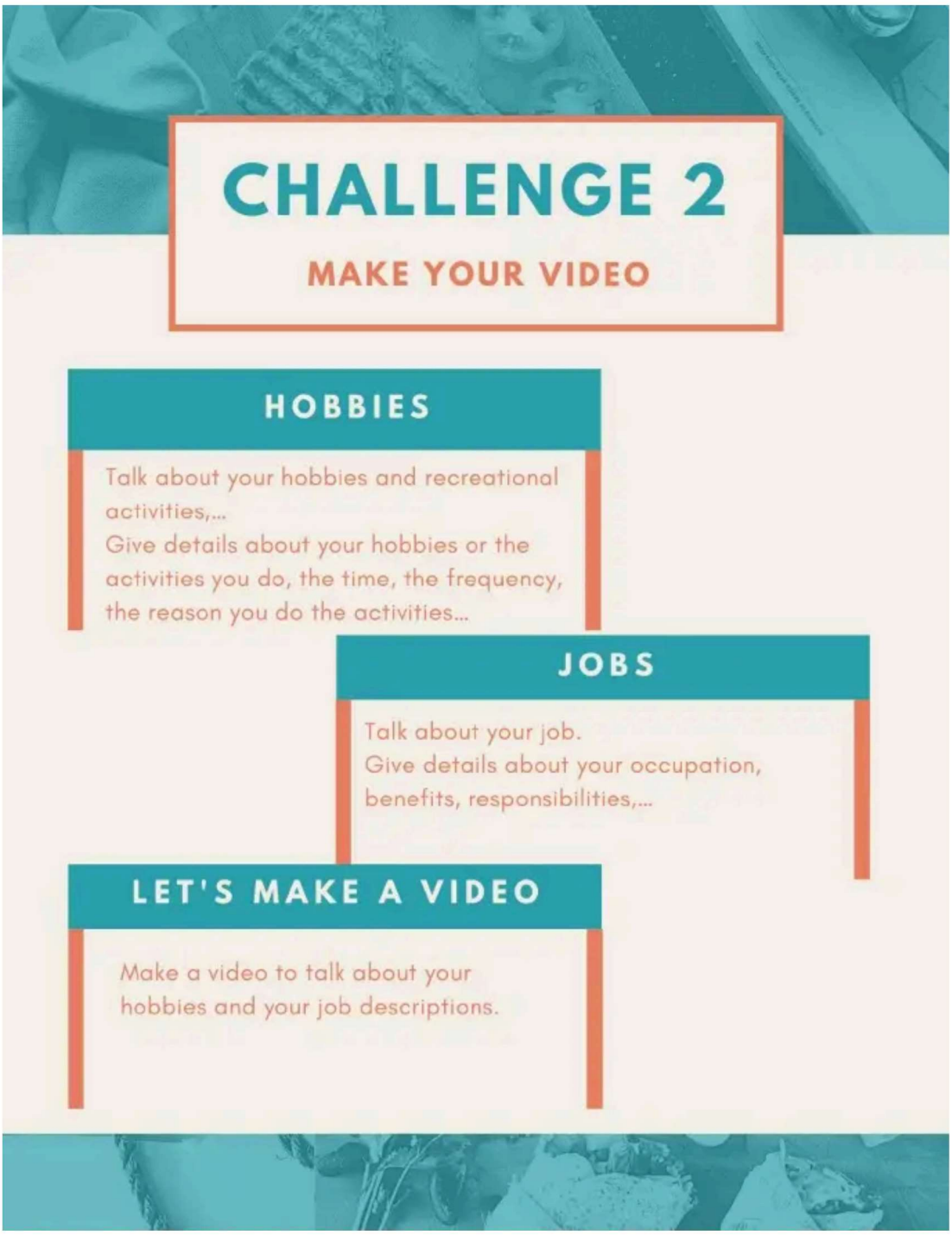
1	What do you do?	friendly	unfriendly
2	Where are you from?	friendly	unfriendly
3	How did you get here?	friendly	unfriendly
4	Have you been here before?	friendly	unfriendly
5	Paris is great, isn't it?	friendly	unfriendly

12. You are attending the conference in Marseilles with the speakers from the dialogues at the beginning of this unit. Play the audio CD to listen to questions that your fellow delegates ask. When you hear the beep, respond with a suitable answer. (File 5)

Cue *So, what do you do exactly?*

Example *I'm a journalist. I specialize in writing stories about economics and finance.*

13. Imagine that a person is visiting your office and is asking each employee 'What do you do?' How would you answer? Practice your answer aloud, using the correct tone. How would your colleagues describe their jobs? Imagine their answers and practice them aloud. If possible, record yourself for review.


CHALLENGE 2
MAKE YOUR VIDEO
HOBBIES
Talk about your hobbies and recreational activities,...
Give details about your hobbies or the activities you do, the time, the frequency, the reason you do the activities...
JOBS
Talk about your job.
Give details about your occupation, benefits, responsibilities,...
LET'S MAKE A VIDEO
Make a video to talk about your hobbies and your job descriptions.

UNIT 4 SPORTS AND EXERCISES

Communication goals

1. Identify different types of sports activities and venues

2. Recognize the usage of modal verb can/ could/have to

3. Identify the diphthongs /aʊ/ & /ʊə/

Lesson preparation

1. Fill in the blank to complete the word.

1. B_seball

2. Voll_yball

3. Bask_tball

4. Badm_nton

5. F_otball

6. R_nning

7. S_rfing

8. H_rse r_cing

9. C_r racing

10. Sk_teb_arding

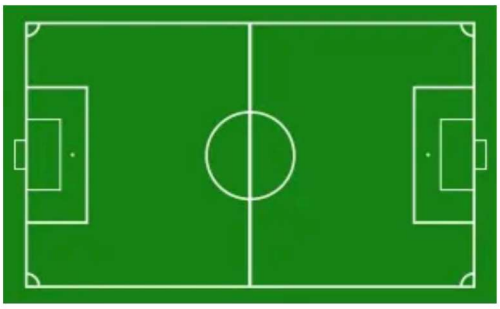
11. B_xing

12. Arch_ry

2. Fill in the blank with ***can, can't, could*** or ***couldn't***. Then match with the picture.

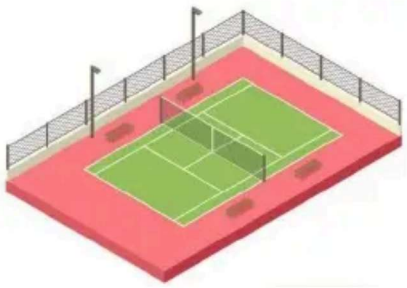
1. They like the running track because they …… run so well.
2. He often goes to the swimming pool. He …… swim when he was eight.
3. I …… play at the tennis court; it's too difficult. …… you help me?
4. I …… play football on the field. …… you?
5. He said he's sorry but he …… come to the stadium.
6. Would you like to go with me to the golf course? No, I …… play golf.

4 - A

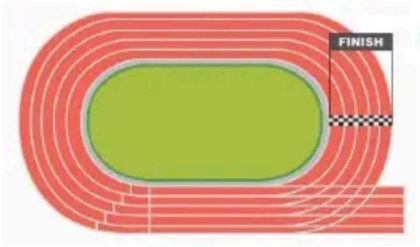


…-B

…-C



…-D

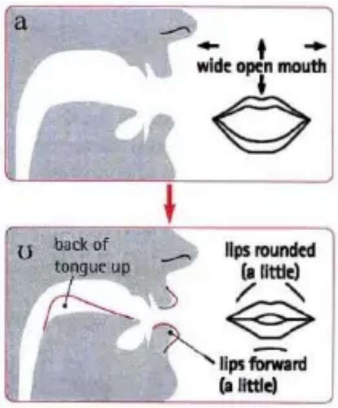


…-E

…-F

Pronunciation

1. /aʊ/ is a long sound. It moves from /a/ to /ʊ/. Look at the diagram. Listen and say the sound. Target sound /aʊ/. (File 1)



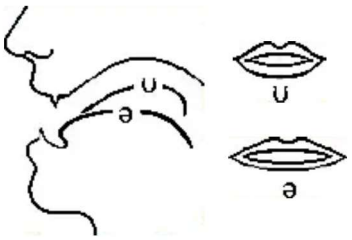
2. /aʊ/ is usually spelled **ow** or **ou**. Listen and repeat. (File 1)

Ow	h**ow**	n**ow**	v**ow**el
Ou	l**ou**d	m**ou**th	s**ou**nd

3. Now, listen and say these phrases. (File 1)

1. a th**ou**sand p**ou**nds
2. l**ou**d vowel s**ou**nds
3. r**ou**nd the h**ou**se
4. c**ou**ntdown – three, two, one, n**ow**!

4. /ʊə/ is a long sound. It moves from /ʊ/ to /ə/. Listen and say the sound. Target sound /ʊə/. (File 2)



5. Listen and underline the words that have the sound /ʊə/, then speak aloud the sentences. (File 3)

1. He's very poor.
2. I served on a jury.
3. The dirty water goes into the sewer.
4. I take a tour to Kuala Lumpur.
5. Will we be able to cure him, Doctor?

Vocabulary

6. Listen, complete and repeat. (File 4)

It's.....

It's.....

It's.....

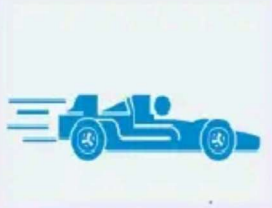
It's.....

It's.....

It's.....

It's.....

It's.....


It's.....

It's.....

It's.....

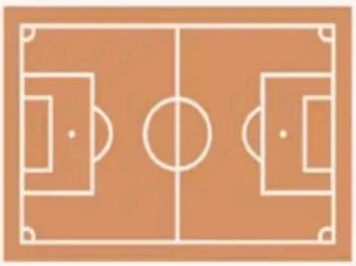
It's.....

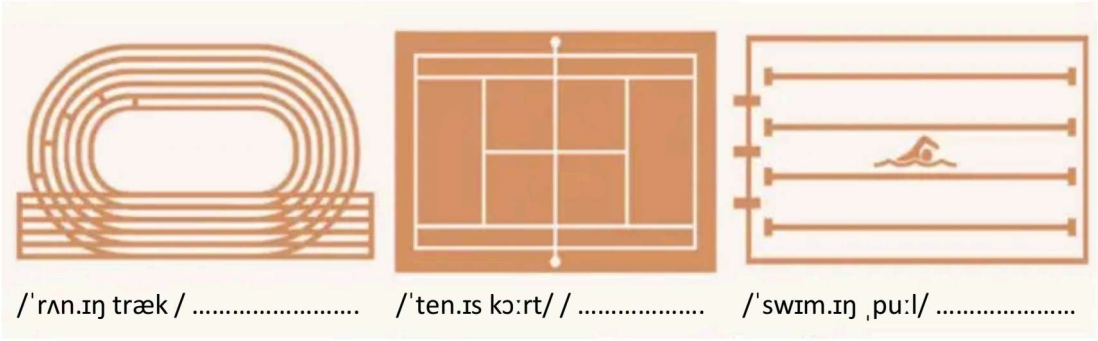
7. Listen, match and repeat. (File 5)

swimming pool	tennis court	running track
field(US)/pitch(UK)	golf course	stadium

/ˈsteɪ.di.əm/ .....

/ˈgɑːlf ˌkɔːrs/ .....


/fiːld/ /pɪtʃ/ .....



/ˈrʌn.ɪŋ træk / ..... /ˈten.ɪs kɔːrt/ / ..... /ˈswɪm.ɪŋ ˌpuːl/ .....

8. Now, look at Activity 6&7. Share with your classmates "What's your favorite sports and Where do you usually play/do it?"

Model example

A: What are your favorite sports?

B: My favorite sport is **running.**

A: Wow, that's interesting! Where do you usually do it?

B: I usually go to Phu Tho **running track.**

9. We use different verbs for different kinds of sports. Read the rule and complete the table below with these sports.

basketball, volleyball, skateboarding, motor racing, boxing, surfing, swimming, skiing, cycling, meditation

RULE:

play + game (e.g. football)

go + -ing (e.g. running)

do + activity (e.g. yoga)

play	do	go
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

Grammar

Present	Past	Structure
I **can** swim very fast.	When I was 10, I **could** swim very fast.	S+ **can/ could** + V_infinitive
I **have to** work out from 8.30 to 11.00 every day to keep fit. She **has to** work out from 8.30 to 11.00 every day to keep fit.	The pool was closed. We **had to** leave early.	S (singular)+ **have to/had to** +V_ infinitive S (plural) + **has to/ had to** + V_infinitive

10. Complete the sentences with have to/ has to/ had to and some are negative (I don't have to….).

1. "I broke my arm when playing soccer." "…… to hospital?" (you / go)
2. The running track was closed at 9 pm. …… early. (she / not leave)
3. How is Paul enjoying his new job? ……a lot? (he / travel)
4. "I'm afraid I can't stay long." "What time ……?" (you / go)
5. There was nobody to help me. ……everything by myself. (I / do)

11. Complete the sentences with can/ can't, could/ couldn't + the following.

come	eat	hear	run	sleep	wait

1. I'm afraid I …… to your party next week.
2. When Tim was 16, he …… 100 meters in 11 seconds.
3. "Are you in a hurry?" "No, I've got plenty of time. I ……"
4. I was feeling sick yesterday. I …… anything.
5. Can you speak a little louder? I …… you very well.
6. "You look tired." "Yes, I …… last night."

Homework

Exercise 1. Conduct a sports survey. Ask the questions below to at least 3 people and fill in the chart.

Name				
1. Which one do you like individual sport or team sport? Why?				
2. Have you ever played extreme sport? When? Why?				
3. What is your least favorite sport?				
4. What is the most popular sport in your country?				

Exercise 2. Write the words in the correct spaces. Listen to check your answers. (File 6)

Dialog 1 How often do you exercise?	**Doctor**: How often do you exercise, John? **John**: I do …… once or twice a month. **Doctor**: That's not ……..! **John**: Well, sometimes I watch …….. on TV! **Sit-ups** **baseball** **enough**
Dialog 2 Let's go cycling	**Dad**: Hey, Tom. Turn off the TV! Let's …….. **Tom**: Nah, let's …… instead. **Dad**: Why? **Tom**: I want to try out my new…… **Go cycling** **bicycle** **go jogging**
Dialog 3 Favorite exercise	**Emily**: What's your favorite kind of exercise, Chris? **Chris**: That's easy, ……..? **Emily**: Great! Let's enter a …….. next week! **Chris**: Uh, did I say running is my favorite sport? In fact, I prefer doing …… Yoga running marathon

Exercise 3. Which sports or activities is the person talking about? Listen and circle the correct answer (File 7)

1. a. swimming
b. going to the gym
c. jogging

2. a. playing volleyball
b. playing golf
c. playing soccer

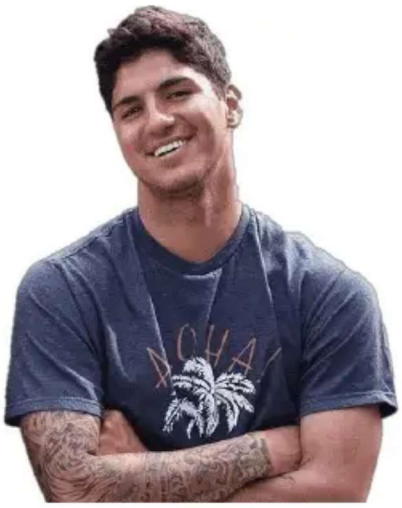
3. a. playing baseball
b. playing football
c. playing tennis

4. a. playing tennis
b. watching TV
c. reading

5. a. swimming
b. jogging
c. windsurfing

6. a. diving
b. riding a bicycle
c. walking

Exercise 4. Read the text and answer *true* or *false*.



Hi. My name is Meteo and I live in England. I love cycling. I like this sport because I can practice it in the parks. In the summer, I go cycling every day for two hours, usually in the morning. In winter, it's difficult to go cycling because it often rains. I always wear a helmet to protect my head and drink a lot of water. My friends are also fond of cycling, so we usually go on holiday by bike. Last year, we went to Scotland, it was fantastic!

1. Mateo likes swimming. .....
2. He practices it in the stadium. .....
3. In the summer, he goes cycling every day for two hours. .....
4. He usually goes on holiday by bike with his friends. .....
5. He went to England with his friends last year. .....

Exercise 5. Answer the questions. Record your speaking.

a. What are your favorite sports?

b. Where do you usually do it?

c. How often do you do it?

UNIT 5 BODY AND HEALTH

Communication goals

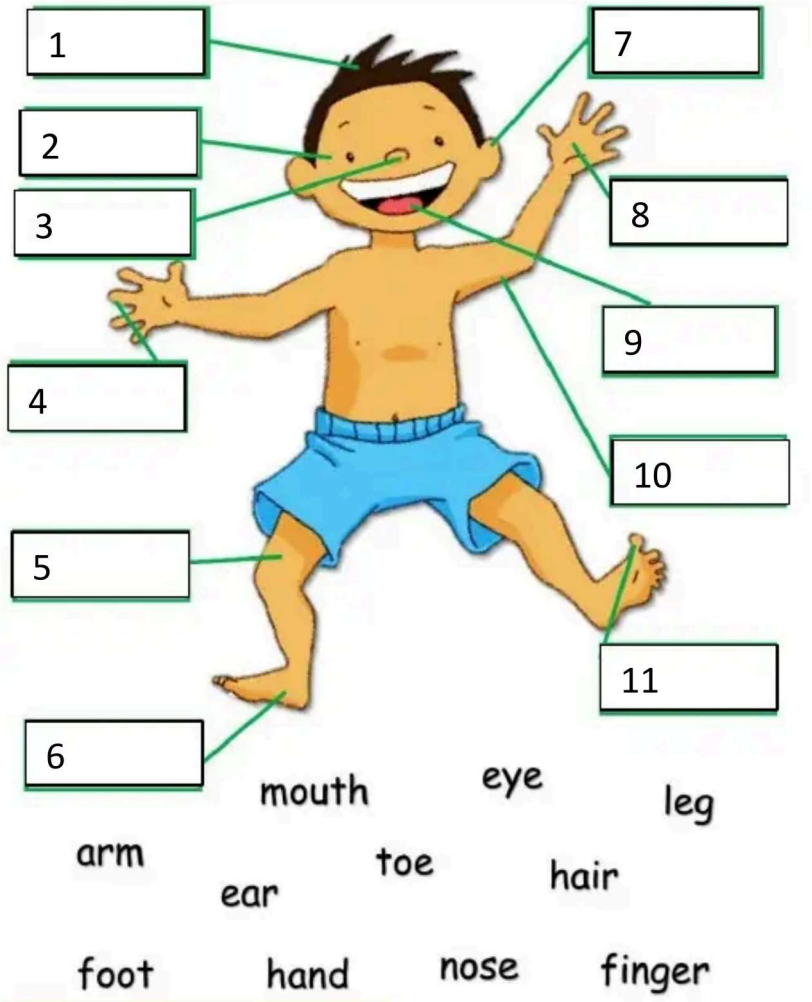
1. Identify the body parts and health problems

2. Ask and give advice about body parts and health problems

3. Identify the consonants /ʃ/ & /ʒ/

Lesson preparation

1. Put the words into the correct place.



2. Write all the illnesses that you know. What are the possible remedies for them?

Illnesses:

……

……

Remedies:

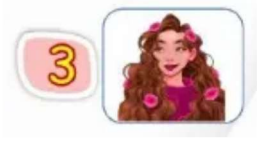
……

……

3. Match.

a. She has long brown hair and black eyes.

b. She had curly hair and brown eyes.



c. She has blonde hair and blue eyes.

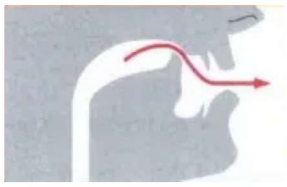
d. She has black hair and big brown eyes.

e. She has wavy hair and small brown eyes.

4. Complete the sentences with ***should*** or ***shouldn't***.

1. Tom has a fever. He …… go to school today.
2. He has got a headache. He …… sleep and take some medicine.
3. David has got a stomachache. He …… eat fast food.
4. Caroline has a sore throat. She …… drink some tea with honey.
5. She has a toothache. She …… go to the dentist.
6. Alice has a cold. She …… play outside.

Pronunciation



1. Look at the diagram. Listen and say the sound. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. There is no voicing. Target sound /ʃ/. (File 1)

2. /ʃ/ is usually spelled **sh**. Listen and say these words. (File 2)

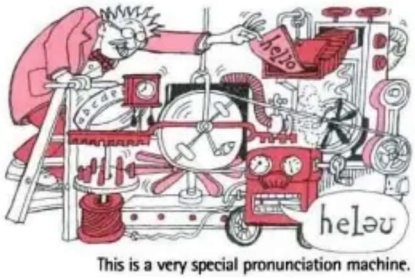
shop fa**sh**ion ca**sh** fre**sh** wa**sh** mu**sh**room

3. But /ʃ/ is sometimes spelled in different ways. Listen and say these words. (File 3)

c	o**c**ean		**s**	**s**ugar	**s**ure
ch	ma**ch**ine		**ss**	Ru**ss**ia	
ci	deli**ci**ous	spe**ci**al	**ti**	internat**ti**onal	

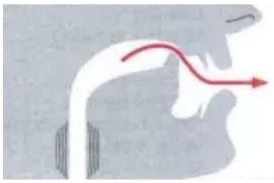
4. Now, listen and say these sentences. (File 4)

1. This is a very spe**ci**al pronuncia**ti**on ma**ch**ine.
2. All our food is fre**sh**, and we serve deli**ci**ous internat**i**onal spe**ci**alities.
3. A: You didn't put **s**ugar in my tea, did you?
   B: No.
   A: Are you **s**ure?



This is a very special pronunciation machine.

5. Look at the diagram. Listen and say the sound. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. /ʒ/ is different from /ʃ/ because there is voicing. Target sound /ʒ/. (File 5)



6. There are not many words with /ʒ/. It is usually spelled **si or s.** Listen and say these words. (File 6)

televi**si**on A**si**a u**s**ually

Vocabulary

7. Write the correct adjective under each picture.

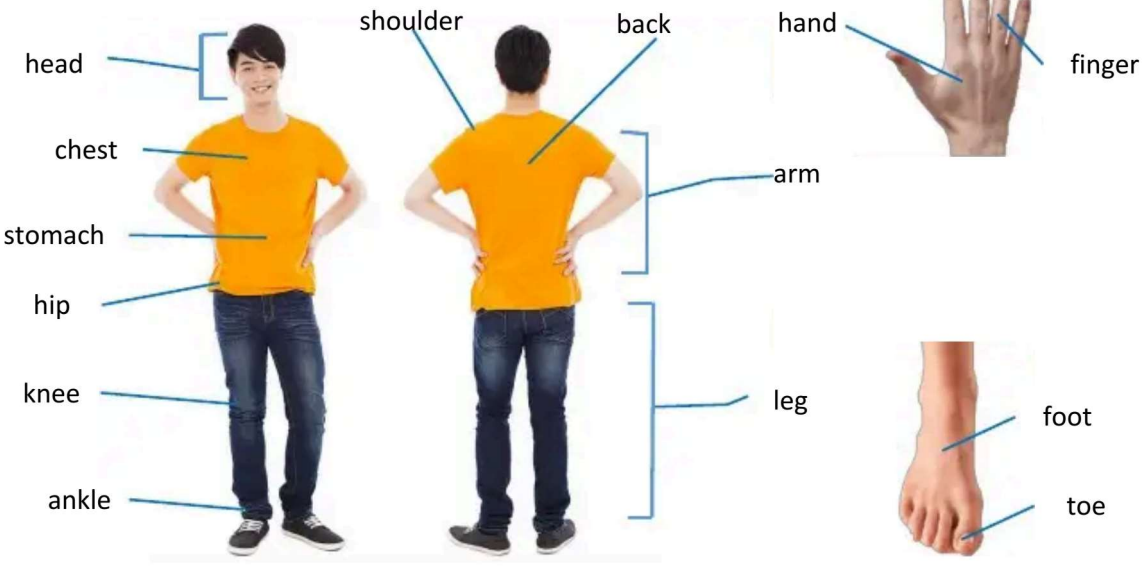
A. HAIR

blond	brown	long	wavy	short	straight
.....	.....	.....	.....	.....	.....

B. EYES

black	brown	green	blue
.....	.....	.....	.....

8. Read and listen to some parts of the body (File 7).



9. Listen and complete each sentence with a suitable word from the box (File 8).

fell	burned	hurt	broke	cut

1. He ..... his finger

2. She .....her back

3. She .....her hand

4. He .....his arm

5. He ..... down.

10. Read and listen to some common ailments (File 9).

A headache

A stomachache

A toothache

A backache

A cold

A sore throat

A fever

11. Listen to some remedies and fill in the missing letters (File 10).

t_ke s_mething

lie d_wn

ave some te

see a d_ctor /

see a dentis_

Grammar

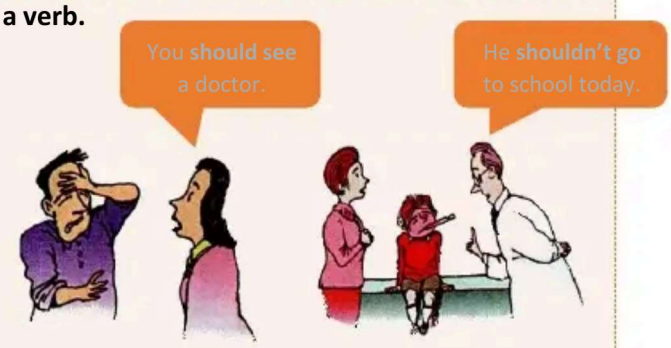
With be	**With have**
Her eyes **are** blue.	She **has** blue eyes.
Their hair **is** brown.	They **have** brown hair.
Her eyelashes **are** long and dark.	She **has** long, dark eyelashes.

12. Complete each sentence with the correct form of be or have.

1. A: What does your brother look like?
   B: Well, he ..... a mustache and wavy hair. And he wears glasses.
2. A: What does your mother look like?
   B: Her hair ..... wavy and black.
3. A: What does her father look like?
   B: He ..... a short, gray beard.
4. A: What does his grandmother look like?
   B: She ..... straight hair and blue eyes.
5. A: What does his sister look like?
   B: His sister? Her hair ..... long.
6. A: What do your brothers look like?
   B: They ..... straight, black hair, and They wear glasses.

Use should with the base form of a verb.

I You He She We They	**should** take something. **shouldn't** go to work.



13. Read and listen to the conversation. Then practice with a partner. (File 11)

A: I don't feel well.

B: What's wrong?

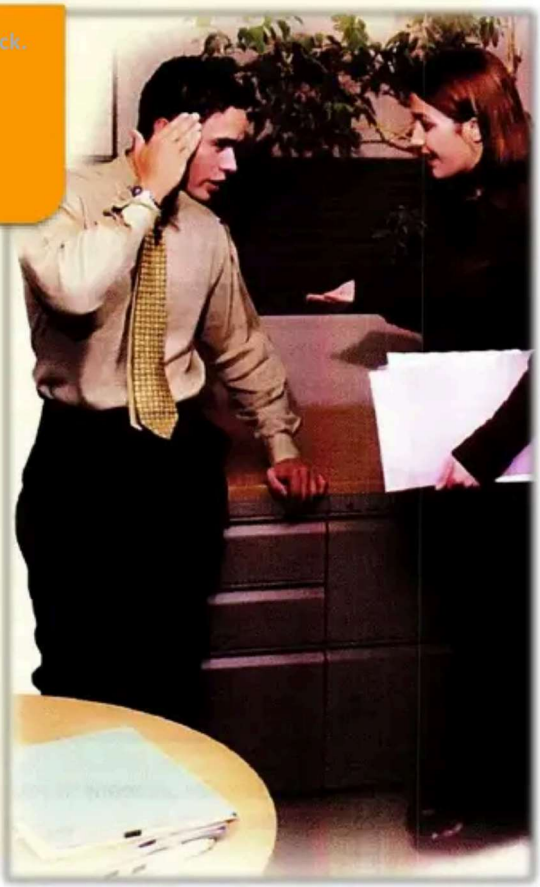
A: I have a headache.

B: Oh, that's too bad.
You really should take something.

A: Good idea. Thanks.

B: I hope you feel better.

Ways to say you're sick.
I don't feel well.
I feel terrible.
I don't feel so good.



14. With a partner, change the conversation. Suggest a remedy with <u>should</u>. Then change roles.

A: .....

B: What's wrong?

A: .....

B: ..... You really .....

A: ..... Thanks.

B: I hope you feel better.

Homework

Exercise 1. Now check the adjectives that describe you.

A. My hair is...

☐long ☐short ☐straight ☐wavy ☐brown
☐blond ☐black ☐red ☐gray

B. My eyes are...

☐brown ☐blue ☐green ☐black

Exercise 2. Listen to the conversations. Write each injury (File 13).

1. She....*burned her arm* ..... .

2. He .....

3. She .....

4. He .....

5. She .....

6. He .....

Exercise 3. Read the ailments then use <u>should</u> or <u>shouldn't</u> to fill in the blanks.

1 I have a backache. → You ..... lie down.

2 I don't feel well. I think I have a fever. → You ..... go to work.

3 My son doesn't feel well. He has a cough. → He ..... go to school.

4 I have a bad toothache. → You ..... see a dentist.

5 I have a sore throat. → You ..... have some tea.

Exercise 4. Tick (✓) your remedies for each ailment.

	take something	lie down	have some tea	see a doctor	see a dentist	don't go to work or school	eat	don't eat
A cold								
A fever								
A sore throat								
A stomachache								
A backache								
A toothache								

Exercise 5. Answer the questions. Record your speaking.

a. What should you do when you have a cold?

b. What should you do when you have a fever?

c. What should you do when you have a sore throat?

d. What should you do when you have a stomachache?

NETWORKING 2

Communication goals

1. Show interest in other people

2. Exchange information

Lesson preparation

1. Look up for these words in your dictionary and write their meanings.

Wonderful: .....

Amazing: .....

Fantastic: .....

Great: .....

Terrible: .....

Awful: .....

Dreadful: .....

2. Match the phrases with the correct picture.

Hear on the grapevine	Overhear a conversation	Exchange information

1. ..... 2. ..... 3. .....

3. Fill in the blank to make the correct phrases.

Phrases to show interest in other people

To show empathy	**To paraphrase**
I kn_w what you m_an.	So in _ther w_rds...
Re_lly?	So wh_t you're s_aying is...
That's t_rrible!	So you me_n that...
That's so tr_e.	
H_w am_zing!	

Phrases to exchange information

What you've heard on the grapevine	**What you know**
Acc_rding to Jane,…	I'm s_re that…
I ov_rhe_rd Ben saying…	I'm conv_nced that…
App_rently,…	It's cert_in that…
I h_ard on the gr_pevin_ that…	By all acc_unts,…
It se_ms/app_ars that…	It's guar_nteed that…
…so I'm t_ld.	Did you h_ar that…?
I he_rd that…	

Vocabulary

1. Group these adjectives that show empathy under the correct heading, following the example.

wonderful	amazing	terrible	dreadful
fantastic	awful	great	

To show empathy about something good: …*wonderful*,……

To show empathy about something bad: ……..

2. Listen to these three extracts from the conversations. Then practice with a partner. (File 1)

Casper: No, not at all. It's interesting.

Emily: Interesting?

Tess: I feel terrible.

Rachel: Terrible?

Tess: Yes, I've been promoted!

Rachel: Promoted?

3. Complete the following sentences with an appropriate word from the box.

exchange	overheard	grapevine	seems	certain

1. I heard on the ……..that she's going to move to our New York office.
2. I ……a very funny conversation on the bus this morning.
3. It's …… that she wants to work abroad.
4. It ……that she can't come to the meeting on time.
5. Bulletin boards are a low-tech way to ……information.

Grammar

4. Complete the sentences with words from the box.

know	that's	saying	how

1. ……amazing! I didn't realize that we could do that.
2. I ……what you mean. It's very difficult to do business here.
3. So, what you're …… is that you leave price negotiations till the end of a discussion.
4. ……so true. In Singapore you discuss prices much earlier in a negotiation than we do in Germany.

Phrases to show interest in other people

To show empathy	**To paraphrase**
I know what you mean.	So in other words…
Really?	So what you're saying is…
That's terrible!	So you mean that…
That's so true.	
How amazing!	

5. Emily is having lunch in the company canteen with a new team member, Casper. Listen to the conversation and fill in the blanks. (File 2)

Casper It's a very different way to do business here in Singapore, compared to Germany.

Emily (1)…… Do you find it difficult?

Casper No, not at all. It's interesting.

Emily Interesting?

Casper Yes. For example, in Singapore you discuss prices much earlier in a negotiation than we do in Germany.

Emily (2)……..? So, (3)…… you leave price negotiations till the end of a discussion?

Casper Oh, yes. In Singapore you start talking about prices for products when in Germany we're still trying to define exactly what's wanted.

Emily (4)……! I didn't realize. I suppose we think it's a waste of time discussing something if the price is always going to be unrealistic.

Casper (5)……

Emily Whereas in Germany you feel you can't begin to think about price until you know all the details.

Casper (6)……..

Emily So, do you like Singapore?

Casper Oh, yes. Very much, especially the food. But I need to do some sport. I've put on two kilos already! Back in Berlin I play centre forward for the company football team.

Emily (7)……..

Casper Yes, urn... anyway, urn...

Emily Do you notice any other differences between business life here and in Germany?

Casper Well, another difference is the flexibility that a manager has here.

Emily Flexibility?

Casper Yes. In Germany it's very difficult to be a manager because every time you want to introduce a change in the organization or in communication processes, you have to ask the Workers' Council for permission. This makes innovation very slow, which isn’t good for the employees at all.

Emily So, (8)…….. that the Workers’ Council in Germany makes things more difficult for employees, not easier.

Casper Sometimes, yes.

Emily (9)……

6. Tick the phrases that show that your information is based on what you've heard on the grapevine, rather than what you know. Follow the example.

According to Jane,. ✓	It seems/appears that…
I'm sure that…	By all accounts, …
I overheard Ben saying…	…so I'm told.
Apparently, …	It's guaranteed that…
I'm convinced that…	Did you hear that…?
I heard on the grapevine that…	I heard that…
It's certain that…	

Phrases to exchange information

What you've heard on the grapevine	**What you know**
According to Jane, …	I'm sure that…
I overheard Ben saying…	I'm convinced that…
Apparently, …	It's certain that…
I heard on the grapevine that…	By all accounts, …
It seems/appears that…	It's guaranteed that…
…so I'm told.	Did you hear that…?
I heard that…	

7. Complete the following sentences with appropriate words or phrases. Make it clear that these are simply reports that you have heard on the grapevine. Try to use each phrase only once.

1 …….. the section manager is going to resign tomorrow.

2 She's been for interviews at other companies,……

3 She hasn't been happy here for a while ,……

4 …….. she wants to work abroad.

5 …….. she'll be gone by January.

6 ……her secretary, the board isn't going to replace her internally.

7 …….. they are planning to restructure her division?

8 …….. they will combine the two departments so that they can make cutbacks.

Practice

8. Listen to these sentences. Note how the words that imply that you are passing on rumours rather than facts are stressed to reinforce this message. (File 3)

***Apparently**, the section manager is going to resign tomorrow.*

*She's been for interviews at other companies, **so I'm told.***

9. You've heard that the company is planning to set up a sports and social committee. Start a conversation with Max, the personnel manager, to try to find out more about it. Play the audio CD and follow the cues. You start. (File 4)

1. Tell Max the rumour that you heard.
2. Ask indirectly if he knows about it.
3. Tell him that the CEO's secretary, Janice, told you that the CEO was very enthusiastic about it.
4. Ask indirectly if he knows when the meeting might happen.
5. Ask indirectly if he would want to be involved.

10. What sort of information is passed around your workplace? Write a short conversation based on the dialogue at the beginning of this unit, being the kind of discussion that might take place in your office. Try to incorporate all the strategies from this unit. Then read it aloud, practicing your pronunciation. Record it if possible, for review.

11. Number and write Rachel's responses to Tess's statements.

Tess: I feel terrible.

1 *Terrible?*

Tess: I've got such a headache.

2 .....

Tess: I think it was brought on by sitting in a car for three hours.

3 .....

Tess: Yes, it took me three hours to travel ten kilometres.

4 .....

Tess: I know, but at least I'm here now. And I've got some exciting news!

5 .....

Tess: Yes, I've been promoted!

6 .....

Tess: Uh-huh, it happened while you were away.

7 .....

Tess: That's right! And it means I get a pay rise and a company car!

8 .....

[ ] Rachel: How awful!

[1] Rachel: Terrible?

[ ] Rachel: That's unbelievable!

[ ] Rachel: So what you're saying is I went on holiday for a week and come back to find you're a senior manager?!

[ ] Rachel: You mean that you were stuck in traffic for three hours!

[ ] Rachel: Really?

[ ] Rachel: Promoted?

[ ] Rachel: How amazing! Congratulations!

12. Emily's preferred topic of conversation – ways of doing business or football – is implied by her intonation. Compare the way that she says the word *really* in these two extracts. Then circle the correct words in the following sentences. (File 5)

a. In the first extract, Emily's tone is *keen/uninterested* and her intonation is *rising/falling*. This response encourages Casper to *continue/stop* talking about the topic.
b. In the second extract, Emily's tone is *keen/uninterested* and her intonation is *rising/falling*. This response encourages Casper to *continue/ stop* talking about the topic.

13. Listen again. Play the audio CD to start. When you hear the beep, say *really* in a way that shows interest and enthusiasm. (File 6)

14. When you express empathy, it's important to use an enthusiastic tone of voice. Listen to these phrases. Tick those where the speaker sounds as though she means what she is saying. (File 7)

1	That's wonderful!	6	That's awful!
2	Fantastic!	7	Oh no!
3	How amazing!	8	That's dreadful!
4	Great!	9	That's unbelievable!
5	How terrible!	10	How incredible!

15. Your boss has asked to talk to you. Play the audio CD to start. When you hear the beep, pause and respond suitably.

1. Empathize with your boss.
2. Echo what he says.
3. Paraphrase what he says.
4. Agree with him.

CHALLENGE 3
MAKE YOUR VIDEO
BODY PARTS
How would you describe a friend?
Give details about the height, the weight, the hair (length, color, style,...), facial features (eyes color, eyelashes, nose,...)
HEALTH PROBLEMS
Talk about a health problem you've had recently.
Give details about an ailment, the symptoms, your suggestions, remedy,...
LET'S MAKE A VIDEO
Make a video to describe your friend and share a health problem experience you had.

REVIEW AND FREE TALK 2

Communication goals

1. Review Unit 4, 5

2. Talk with colleagues

Review

1. Write the word that fits the picture, you can use the hints.

1.

B.....

2.

V.....

3.

Mo.....

4.

B.....

5.

S.....

6.

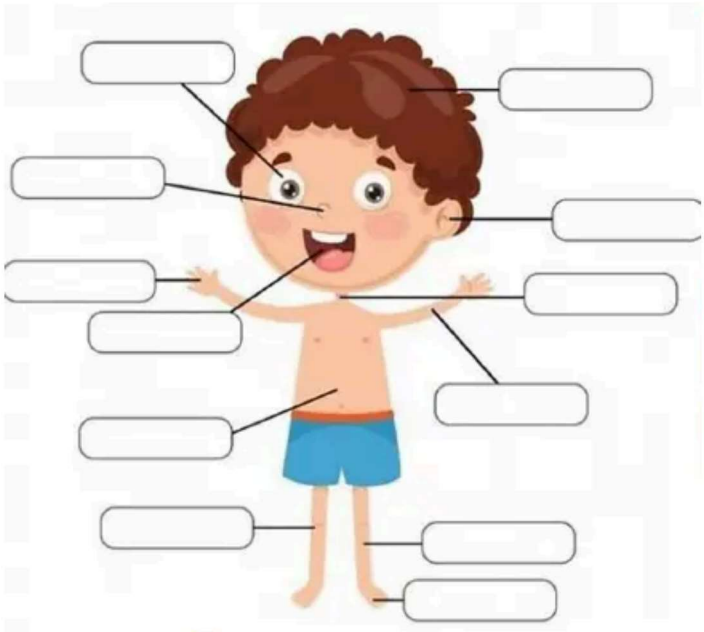
M.....

7.

S.....

8.

R.....



2. Read the sentences. Write *should* or *shouldn't*.

1. Tom …….. eat so many lollipops. It's bad for his teeth.

2. A: …… I drink hot tea if I have a sore throat?

B: Yes, you ……..

3. Children …….. eat lots of vegetables but they …….. eat lots of sweets.

4. The doctor said: "You …….. eat healthy food. You …….. eat fast food. You …….. watch so much.

5. He has a headache, so he …….. take some aspirin.

3. Listen to people talking about how they spend their free time. Tick ✓ the correct information about each person. (File 1)

	Exercises a lot	Exercises a little	Never exercise
1. Bill			
2. Liz			
3. Victor			
4. Maria			
5. David			

4. People are talking about health problems. What is each person's problem? Listen and write the correct letter. (File 2)

1. Julia …….	a. sore throat
2. Henry …….	b. stomachache
3. Regina …….	c. cold
4. Dale …….	d. toothache
5. Victoria …….	e. backache

5. Read the three texts about sports experiences. Answer the questions.

Jeanne

We did lots of team sports at school, like football, volleyball and hockey. But I'm not very fast or strong, so I couldn't hit or kick a ball hard. Often, members of my team laughed at me, and so I stopped playing sports as soon as I could because it upset me. But later I learned that you can get exercise without other people around. Now I sometimes go cycling, swimming and running, but always on my own. Then no one can get mad at me when I'm slow!

Laura

I used to do every sport I could when I was at school. I loved the exercise, and I also liked being a member of a team. We had some great times together. We travelled to matches by bus, and had parties when we won. Then I was in a terrible car accident three years ago, and I hurt my leg. It still isn't better. It's made me really unhappy. The only sport I can do is fishing, and that's so boring! But a friend of mine has suggested going sailing. It sounds fun, so I think I'll try that.

Thea

I don't mind team sports. I'm quite good at baseball and cricket, but I prefer doing sports when there aren't lots of other people making noise, laughing and telling jokes. That's why I like surfing. It's just me and the sea and a few other people who also like quiet, beautiful places. I think I would enjoy horse-riding and skiing too, for the same reason, but those sports are expensive. I've already spent a lot travelling to different beaches with my board.

1. Who doesn't have enough money to try sports that she's interested in?
2. Who plans to try a new sport soon?
3. Who is unable to do the sports that she enjoyed in the past?
4. Who only enjoys sports she can do alone?
5. Who made a lot of friends by doing sports?
6. Who only enjoys playing sports with others if they aren't too loud?
7. Who had unhappy experiences when playing team sports?

Free talk

Describing symptoms & Giving Advice

Expressions for saying that you are sick:

I'm not feeling so great.

I feel run down (= tired)

I'm feeling a bit rough.

Expressions for giving advice

You should

I think you should

Why don't you ….?

It might be a good idea to …….

6. Pair-work activity.

Students will have a short conversation with a partner, who has a health problem. In the conversation, the unhealthy student will describe what he/ she was doing before he/ she got the health problem. The student should not say what the problem is, however. The other student must give then guess what the issue might be. After that, the student should give advice for that condition.

Example dialogue:

A: How's it going?

B: I'm feeling a bit rough. Yesterday, I went swimming in a river. But the water was really dirty. Now my skin is really itchy.

A: Ah, do you have a rash?

B: Exactly.

A: Oh, I think you should go to a walk-in clinic. Maybe they can give you some cream.

B: Thanks for the advice.

Health problem you can use:

A cold	Sunburn	Stomachache	Headache	Depression
Fever	The flu	An allergy	Sore throat	A backache

You can use your own words.

7. Work in pairs and discuss the questions.

1. How often do you exercise?
2. What are some things people can do to keep healthy?
3. How do you deal with stress?

UNIT 6 AN OFFICE MOVE

Communication goals

1. Write an email recommending a service and giving reasons

2. Compare things

3. Identify the consonants /tʃ/ & /dʒ/

Lesson preparation

1. Put the words into the correct place.

1. Product name	1 -	a. Số lượng đơn vị
2. Unit price	2 -	b. Tổng giá
3. Number of unit	3 -	c. Giá cả cạnh tranh
4. Delivery time	4 -	d. Tên sản phẩm
5. Payment terms	5 -	e. Cuộc gọi quốc tế
6. Total price	6 -	f. Thời gian giao hàng
7. Minimum order	7 -	g. Hợp đồng có thời hạn
8. Competitive price	8 -	h. Điều khoản thanh toán
9. Fixed-term contract	9 -	i. Đơn giá
10. A wide range of	10 -	j. Cuộc gọi trong nước
11. National call	11 -	k. Một loạt các
12. International call	12 -	l. Đơn hàng tối thiểu

2. Complete the conversations with the correct form of the words from the box.

buy (x2)	deliver (x2)	get (x2)

A: If we .....*buy*..... this model, we 1..... a discount.

B: Yes, but if we 2..... that model, they 3..... it tomorrow.

A: That's great! If they 4..... it tomorrow, we 5..... it by 1.00 p.m.

3. Write the sentences with the two words in brackets in the correct positions.

1. If you more, we lower the price. (buy / will)

.....

2. If we today, we'll money. (order / save)

.....

3. he more, he'll make more money. (If / sells)

.....

4. If they this package, will cost more. (buy / it)

.....

5. If she on holiday, she'll the meeting. (goes / miss)

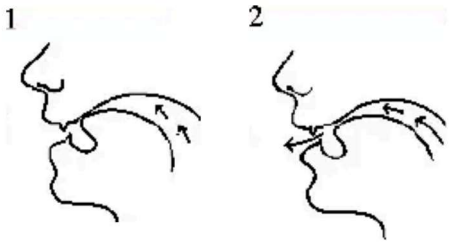
.....

6. we choose the business package, it cost $45 a month. (If / will)

.....

Pronunciation

1. Look at the diagram. Listen and say the sound. There is **no voicing** (vibration from the throat). /tʃ/ is like /t/+/ʃ/ together. Target sound /tʃ/. (File 1)

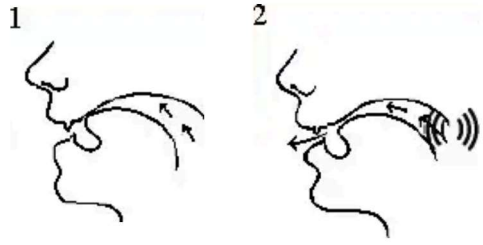


2. /tʃ/ is usually spelled ch, t, or tch. Listen and repeat. (File 2)

ch	**ch**ips	**ch**oose	Mar**ch**	whi**ch**
t	fu**t**ure	ques**t**ion		
tch	ca**tch**	wa**tch**	ki**tch**en	

3. Now, listen and say these sentences. (File 3)

1. Whi**ch** ques**t**ions did you **ch**oose in the exam?
2. The pic**t**ure in the ki**tch**en is by a **Cz**ech artist.



4. Look at the diagram. Listen and say the sound. There is **voicing** (vibration from the throat). /dʒ/ is like /d/+/ʒ/ together. Target sound /dʒ/. (File 4)

5. /dʒ/ is usually spelled **j**, **g**, **ge**, or **dge.** Listen and say these words. (File 5)

j	**j**am	**j**acket	**j**eans	**j**ob	**j**et
g	**g**eneral				
ge	a**ge**	lar**ge**			
dge	fri**dge**				

6. Listen and say these sentences. (File 6)

1. Who's that wearing a lar**ge** oran**ge** **j**acket?

2. There's some **j**uice in the fri**dge**.

3. Langua**g**es are a bri**dge** between people.

Vocabulary

7. Fill the words in bold in the table into the blanks from 1-5.

Quote for computer screens and laptops		
Product name:	27fw 68.58 cm (27") Ultraslim Full-HD IPS	NTBK E5420 11.6" LED
Unit price:	£169	£380
Number of unit*:	10 screens	15 laptops
Delivery time:	30 days from order	10 days from order
Payment terms:	30 days from date of invoice by bank transfer	
Total price:	£1,690	£5,700
	£7,390	
***Minimum order** for free delivery: £500		

1. Pay us £7,390 for screens and 15 laptops. - *…Total price...*

2. We deliver the product for free on orders over £500. - ……

3. Pay us no later than 30 days after we send you the invoice. - ……

4. One screen costs £169. - ……

5. This document tells you our price for the products we sell. - ……

8. Work in groups of four. Morgan Whitaker wants to buy new chairs for its meeting rooms. They asked three suppliers to send them a quote.

Student A plays the role of Morgan Whitaker.

Other students divide into 3 groups. Each group is a supplier.

Give the best offer for the client – Morgan Whitaker. Discuss and complete the table.

Company name:	
Product name:	

Unit price:	
Minimum order:	
Delivery time:	
Payment term:	

Example:

Company name: Brench Officer Supplies

Product name: Benson meeting chair

Unit price: $75.50

Minimum order: 20 units

Delivery time: 30 days

Payment terms: 30 days.

Student A look at the table below, write the questions, then ask three groups your question and complete the table.

Company name	**Group 1: ……**	**Group 2: ……**	**Group 3: ……**
Product name			
Unit price			
Minimum order			
Delivery time			
Payment terms			

Compare the three quotes. Which things are better and which things are worse? Then, make a decision to choose one of them.

9. Match the sentences with phrases in the box.

1. I don't pay extra for calls in my country or to the USA.
2. I can send hundreds and hundreds of pictures and texts at no extra cost.
3. My contract is for twenty-four months.
4. I can choose the phone I want.
5. I don't pay much for my contract.

…….	a wide range of phones
…….	competitive prices
…….	fixed-term contracts
…….	free national and international calls
…….	unlimited data and texts

10. Complete the advert with words from Exercise 10.

star
BUSINESS
MEDIA
SOLUTIONS

Our premium phone packages offer:

- Competitive [1] _____
- Fixed-term [2] _____ of 12, 24 or 36 months
- Unlimited [3] _____
- Free national and [4] _____ calls
- A wide [5] _____ of phones at the best prices

Contact us for more information on +44 20 7946 0724 or by email.

Grammar

MAKING PROPOSALS WITH *IF*

If you **choose** the "Business standard" package, it' **ll cost** $3,600 per month.

If she **chooses** this package, he' **ll get** 5GB of free data per user.

It we **take** the "Business plus" package, it' **ll cost** $5,450 per month.

If they **get** this package, they' **ll have** a twenty-four – month contract.

11. Complete the sentences with the correct form of the words in brackets.

1. If you ..... (buy) the standard package, you ..... (get) 3GB of data.
2. If she ..... (order) today, she ..... (save) money.
3. If we ..... (take) this package, it ..... (cost) more.
4. If they ..... (get) a bigger office, they ..... (have) more spa ce.
5. If I ..... (sell) more, I ..... (make) more money.
6. If he ..... (have) faster internet, he ..... (receive) email attachments faster.

12. You are an Office Manager and have two offers for office phones and internet.

Write an email to the Managing Director.

Use the information in the table.

Compare the two offers.

Include proposals with ***if***.

Explain which offer you prefer and why.

	AMUTEL	MAGNUS 1
Price	$4,300 per month	$6,000 per month
Speed	250GB per second	750GB per second
National calls	Free	Free
International calls	10 cents per minute	Free
Contract	Twelve months	Twenty-four months

Homework

Exercise 1. Write proposals using ***if*** with the prompts.

1. you/ choose the plus package/ you/ get unlimited data

.....

2.we/ take the standard package/ we/ have a twenty-four-month contract

.....

3. he/ buy now/ he/ get better payment terms

.....

4. I/ choose the standard package/ save money

.....

5. they/ order more/ they/ have a lower unit price

.....

6. she/ change the order/ the delivery time/ be longer

.....

Exercise 2. You are Katia. Write an email to Rick explaining which car company you prefer and why. Use the information from the table below in your answer. Include these points.

- Compare the three services
- Say which service you think is best
- Give a reason for your choice

	AtoZ Cars	Super Cars	Ace Cars
Price	$32 per trip	$40 per trip	$35 per trip
Quality of cars	**	***	*
Service	*	**	***
Minimum order	five trips per month	six trips per month	two trips per month

Exercise 3. Change the email to your talk with Rick. Record your speaking.

Exercise 4. Read the email and complete the table.

From: k.robinson@bdwn.fin.com

Re: Changes to phone contract.

Hi Gemma,

Star, our mobile provider, is offering us two packages. Please see the attachment for more details. In summary:

- The "Business standard" package will cost us $2,600 per month. If we choose this package, we'll have a twenty-four-month contract. We'll get 3GB of free data per user, but it'll be slower than the other package. We'll also get unlimited texts and free national calls, but we'll pay 20 cents per minute for international calls.
- The "Business plus" package will cost us $4,450 per month. If we get this package, we'll have a twelve-month contract and we'll get unlimited data – faster than the other package – and unlimited texts and free calls. This includes international calls.

I think the "Business standard" package is better for us because it's cheaper. We don't need the unlimited data or the international calls in the more expensive "Business plus" package. If we choose "Business standard", we'll say a lot of money.

Let me know if you have any questions.

Thanks,

Katia

	Business standard	**Business plus**
Price	$2,6000	1……
Data	2 ……	Unlimited
Texts	Unlimited	3……
National calls	Free	4……
International calls	5……	Free

TRÌNH ĐỘ A2 HỌC TIẾNG ANH NHƯ THẾ NÀO?

BẠN ĐANG Ở ĐÂU?

MỤC TIÊU LÀ GÌ?

TRÌNH ĐỘ A2 HỌC TIẾNG ANH NHƯ THẾ NÀO?

TIẾNG ANH GIAO TIẾP

CHỨNG CHỈ TOEIC

UNIT 7 PROBLEMS AND SOLUTIONS

Communication goals

1. Give solutions to common office problems

2. Make phone calls at work

3. Identify the consonants /θ/ & /ð/

Lesson Preparation

1. Read the problems people have at work. Which sentences are true for you? What will you do to solve the problem?

1. I sometimes write the wrong address on an email.
2. I often send emails to the wrong person.
3. People sometimes give me the wrong contact information.
4. We always have problems with the internet.
5. I never say that person's name correctly. Is it Grzmiel?
6. I sometimes make mistakes on an invoice.
7. I often see spelling mistakes in emails.
8. I'm always late for meetings.

2. Arrange the words to make full correct sentences.

1. Check/folder/your/spam

……

2. the supplier/the order/Contact/about

……

3. a message/delivery company/the/Send/to

……

4. works/Check/that/your/internet

……

5. a colleague/for/help/Ask

……

6. email/Contact/the supplier/by

……

7. for/help/the IT department/Ask

……

8. the address/Ask/the receptionist/to/check

……

3. Look at the pictures. Complete 1–5 with a–e. Then listen and check. (File 1)

a. I made a mistake on an invoice.

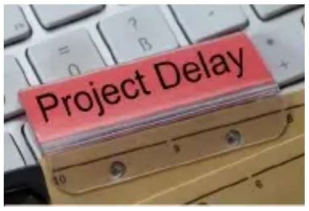
b. I sent the report after the deadline.

c. I went to the wrong office this morning.

d. The headphones stopped working.

e. Tom was late, but he said sorry when he arrived.

1. ……. I **saw** the people talking but there was no sound.



2. ……. The project was delayed.

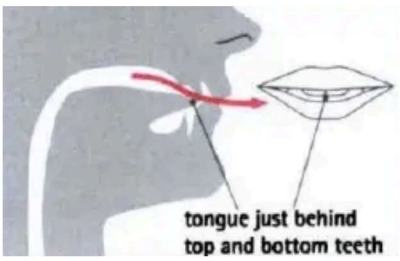
3. We **had** meeting at 3 p.m yesterday. …….

4. I **wrote** the wrong address last week. ……

5. ……. The client complained and we **gave** him the money back.

Pronunciation

1. Look at the diagram. Listen and say the sound. Make loose contact between the tongue and the back of the teeth and push the air through the gap. There is no voicing (vibration from the throat). Target sound /θθθθθ/. (File 2)



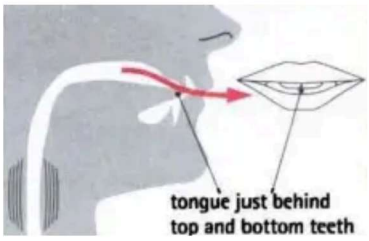
2. /θ/ is spelled **th**. Listen and repeat. (File 3)

thin	**th**anks	**th**irty	**th**eatre	**th**umb	**Th**ursday	**th**irsty	**th**ree
bo**th**	mon**th**	mou**th**	nor**th**	sou**th**			
bir**th**day							

3. Now, listen and say these sentences. (File 4)

1. I **th**ought April the twelf**th** was a Tuesday, but it's a **Th**ursday.
2. A: I've got **th**ree bir**th**days this mon**th**.
   B: **Th**ree bir**th**days? What do you mean?
   A: My wife's, my son's and my daughter's!

4. Look at the diagram. Listen and say the sound. Make loose contact between the tongue and the back of the teeth and push the air through the gap. /ð/ is different from / θ/ because there is voicing (vibration from the throat). Target sound /ðððððð/. (File 5)



5. /ð/ is usually spelled **th.** Listen and say these words. (File 6)

this	**th**at	**th**ese	**th**ose	**th**en	**th**ey
fa**th**er	mo**th**er	bro**th**er	o**th**er	toge**th**er	
wea**th**er	wi**th**out	brea**th**e	wi**th**		

6. Listen and say these sentences. (File 7)

1. A: Can I have one of **th**ose, please?
   B: **Th**ese?
   A: No, **th**e o**th**ers, over **th**ere.

Vocabulary

7. Work in pairs. How often do you have these problems?

1 An invoice has the wrong information.
2 You don't receive an important email.
3 An order is lost.
4 There's no ink for the printer.
5 A delivery is late.
6 You forget your phone charger.
7 The sound doesn't work in a video call.
8 You can't find a client's office.

never → once or twice a month → a few times a week → sometimes → every day → all the time

8. Look at the solutions (a-h). Which problem in Activity 7 does each one solve?

a **Ask** a colleague **for** a charger. …*6*…
b **Ask** a colleague **to** check the address. ……
c **Check** your spam folder. ……
d **Check that** your headphones work. ……
e **Contact** the delivery company **about** the order. ……
f **Contact** the supplier **by** email. ……
g **Send** the driver a message. ……
h **Send** an order **to** your supplier. ……

9. Listen to a phone call and complete Maria's notes. (File 8)

Sandra Dennison from (1)……phoned.
Wrong information on the (2)…… .
Can you call her on 45 (3)……?

Grammar

Making offers and promises with *will*

I/You/He/She/We/They**'ll call** (=I/You/He/She/We/They **will call)** you back.

I**'ll give** (I **will give**) Chris the message.

I**'ll send** (I **will send**) you a copy of the invoice.

10. Put the bold words in the correct order.

1	Hi, Chris. **Sandra is this.**	.....This is Sandra.....
2	Hi, Sandra. **call returning I'm your**	.....
3	So **I'm have we afraid only** a record of the black ink.	.....
4	**add I can** the colour ink to your order now.	.....
5	**create I'll a invoice new.**	.....
6	**you send I'll copy a** of the new invoice today.	.....
7	No. **can I the team ask** to add it to your order.	.....
8	Can **help I you anything with** else?	.....

11. Put the words in the correct order.

1 will / she / call you back.

.....

2 change the order now / I / will

.....

3 they / check / will / for you / the database

.....

4 will / send it / I / by email

.....

5 won't / the report / we / write

.....

12. Work in groups of three.

Student A

Phone calls 1 and 2 – You want to talk to Student C, but Student B answers your call.

- You are the Supplies manager at Mantala Engineering
- An important delivery is late.
- Phone your contact at the delivery company (Student C).
- Ask when the delivery will arrive.

Student B

Phone calls 1 and 2 – Student A wants to talk to Student C, but you answer the call.

- You are a Customer Service Assistant at AGTN Logistics, a delivery company.
- A customer (Student A) will call and ask to speak to your colleague (Student C).
- Explain that Student C is not free and say why (in a meeting/ at lunch/ on the phone).
- Ask about the problem and take notes.
- After the call, give the notes to Student C.

Student C

Phone calls 1 and 2 – Student B gives you a message from Student A. Read the message and call Student A.

- You are a Customer Service Assistant at AGTN Logistics, a delivery company.
- Student B gave you some notes about a call from the Supplies Manager at Mantala Engineering (Student A).
- Phone Student A and offer a solution to the problem.
- (Possible solution:
- Offer to call the driver and ask when he/ she will deliver the item)

Homework

Exercise 1. Listen to Chris return Sandra's call. Tick (✓) the solution Chris offers. (File 9)

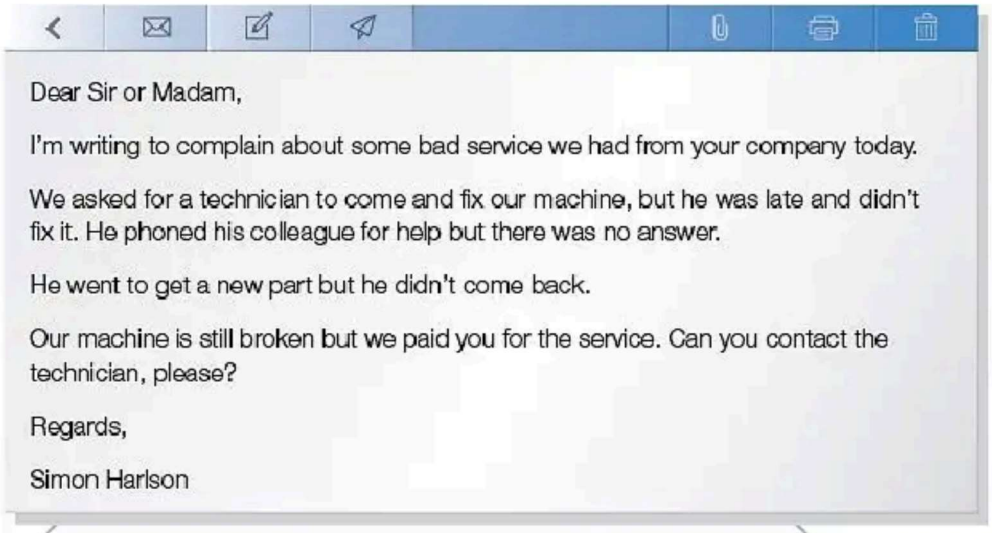
....	to add an item to the order
....	to create a new order
....	to give Sandra her money back

Exercise 2. Listen and complete the words. Practice saying the sentences. Record your speaking (File 10)

1. How can I ..... you?
2. Could I ..... to Chris, please?
3. I'm ..... Chris is in a meeting.
4. Can I ..... a message?
5. ..... is Sandra Dennison from ATQ Global.
6. I'm sorry ..... that.
7. Could you ..... Chris to call me?
8. Is that .....?
9. I'll ..... Chris the message.
10. ..... I help you with anything else?

Exercise 3. Read the information and write a reply to the customer's email below. Use the below email and the sentences in the box to help you.

- Apologize for the bad service.
- Ask for more information about the problem.
- Ask two or three questions about the technician.
- Say what you will do next.



Dear Sir or Madam,

I'm writing to complain about some bad service we had from your company today.

We asked for a technician to come and fix our machine, but he was late and didn't fix it. He phoned his colleague for help but there was no answer.

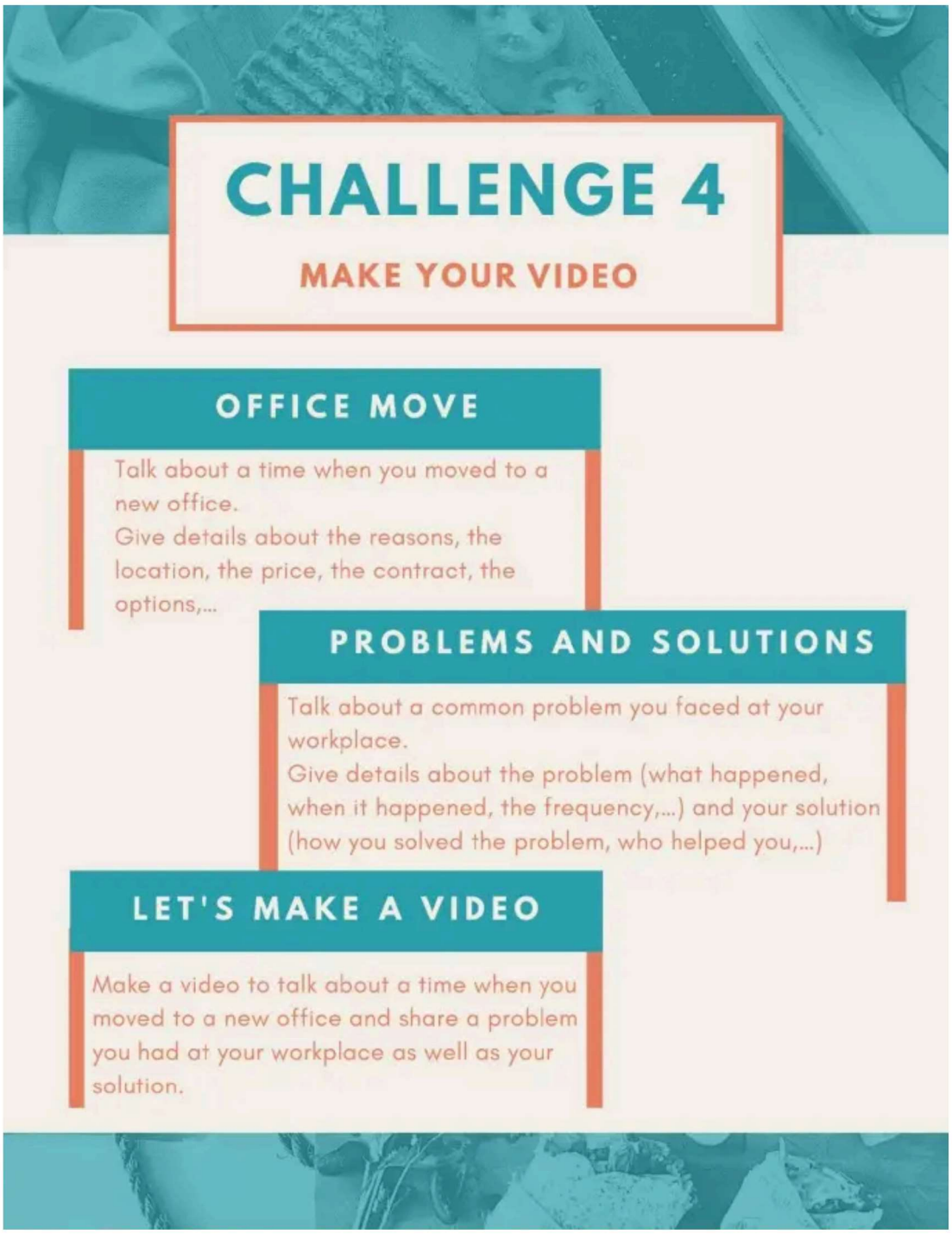
He went to get a new part but he didn't come back.

Our machine is still broken but we paid you for the service. Can you contact the technician, please?

Regards,

Simon Harlson

1. We are sorry that you had some problems.
2. Can we get some more information about the problem?
3. Did the technician say sorry?
4. Did the technician say when he can return?
5. We'll phone you after we speak to the technician.
6. We are sorry again for the problems you had.


CHALLENGE 4
MAKE YOUR VIDEO
OFFICE MOVE
Talk about a time when you moved to a new office.
Give details about the reasons, the location, the price, the contract, the options,...
PROBLEMS AND SOLUTIONS
Talk about a common problem you faced at your workplace.
Give details about the problem (what happened, when it happened, the frequency,...) and your solution (how you solved the problem, who helped you,...)
LET'S MAKE A VIDEO
Make a video to talk about a time when you moved to a new office and share a problem you had at your workplace as well as your solution.

WORK SKILLS - FACE-TO-FACE COMPLAINTS

Communication goals

1. Give proper apologies in work-related contexts

2. Make and receive simple phone calls about problems at work, understand and reply to emails of complaint

Lesson preparation

1. Read the email. Choose the problem Simon writes about.

Dear Sir or Madam,

I'm writing to complain about some bad service we had from your company today.

We asked for a technician to come and fix our machine, but he was late and didn't fix it. He phoned his colleague for help but there was no answer.

He went to get a new part but he didn't come back.

Our machine is still broken but we paid you for the service. Can you contact the technician, please?

Regards,

Simon Harlson

A. a broken machine

B. bad customer service

C. a wrong invoice

D. a damaged package

2. Arrange the words to make full correct sentences.

1. We are sorry that	when he can return?
2. Can we get some	say sorry?
3. Did the technician	more information about the problem?
4. Did the technician say	we speak to the technician.
5. We'll phone you after	for the problems you had.
6. We are sorry again	you had some problems.

Face-to-face complaints

1. Work in pairs. Look at the pictures. What is each person complaining about?

a broken product	a software problem	the wrong amount

.....	.....	.....

2. Listen and read the dialogues. Match them with the pictures in Exercise 1. (File 1)

1	**Customer:**	Sorry, this is too much. I only bought three. This is the price for four.
	Sales Assistant:	I'm very sorry about that. I'll just change it and print you a new one.
2	**Customer:**	When I make a video call, people can't hear me.
	Customer Service:	Really? Did you check the microphone settings?
3	**Customer:**	I bought this yesterday but when I took it out of the box, I saw the screen was damaged.
	Sales Assistant:	I'm very sorry. Can I have a look at it?

3. Watch Part 1 of the video and answer the questions. (Video 1)

1. What is the problem?

.....

2. The Sales Assistant asks about two solutions. What are they?

.....

3. Did the customer try them?

.....

4. Watch Part 2 of the video. Do the tasks below. (Video 2)

Task 1. Tick (✓) the offers the assistant makes.

☐ to contact the phone maker

☐ to give the customer a different phone

☐ to give the customer her money back

☐ to order a new phone

☐ to repair the phone

Task 2. Watch Part 2 again and answer the questions.

1. What offer does the customer choose?

……

2. Why does she choose it?

……

5. Match 1-4 with a-d and 5-8 with e-h.

1	Really? What's	**a**	your money back.
2	Did you try	**b**	the problem?
3	So, I can give you	**c**	turning it off and on again?
4	You can choose	**d**	a different phone.
5	Let me just check when	**e**	we can get you a replacement.
6	I'll order	**f**	on Wednesday.
7	You can collect it	**g**	it now.
8	OK, I'll call you	**h**	when it's ready for collection.

RESPOND TO A COMPLAINT	
Asking about the problem	**Making offers**
How can I help you?	I can/ could give you money back.
What's the problem?	You can/ could choose a different phone.
Can/ Could you tell me about the problem?	I can/ could order a new one.
Suggest solutions	**Making promises**
Did you try turning it off and on again?	I'll order a new one now.
Did you change the battery?	You can collect it on Friday.
Did you try reinstalling the app?	I'll call you when it's ready.

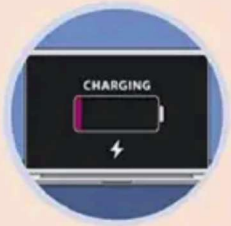
6. Work in pairs.

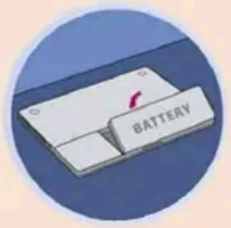
Scenario 1

Student A

You bought a laptop yesterday. When you got ho me, the laptop didn't turn on. Take it back to the shop and explain the problem to the Sales Assistant (Student B).

Read the notes and think about what you can say.





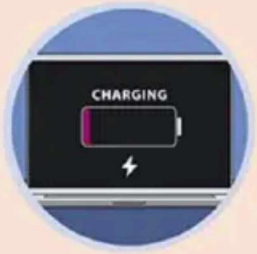
- Bought laptop yesterday.
- Didn't turn on.
- Tried charging it.
- Tried taking battery out and putting it back in.
- Didn't help.
- Listen to the Sales Assistant's options.
- Make a decision about what you prefer.

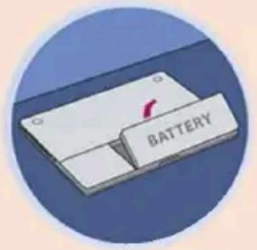
Student B

You work in an electronics shop. A customer (Student A) will come in with a problem.

Listen to his/her problem and use the notes to help him/her.

Read the notes and think about what you can say.





- Listen to the customer's problem.
- Ask the customer if he/she tried charging the laptop.
- Ask the customer if he/she took the battery out.
- Tell the customer that you can:
  - give him/her his/her money back.
  - give him/her a different laptop.
  - order a new one.
- Listen to the customer's choice.
- Tell the customer what you will do next.

Scenario 2

Student A

You work in an electronics shop. A customer (Student B) will come in with a problem.

Listen to his/her problem and use the notes to help him/her.

Read the notes and think about what you can say.

- Listen to the customer's problem.
- Ask the customer if he/she tried turning the phone off and on.
- Ask the customer if he/she tried cleaning the volume button.
- Tell the customer that you can:
  - give him/her his/her money back.
  - give him/her a different phone.
  - order a new one.
- Listen to the customer's choice.
- Tell the customer what you will do next.

Student B

You just bought a new phone. When you got home, the volume control didn't work. Take it back to the shop and explain the problem to the Sales Assistant (Student A).

Read the notes and think about what you can say.

- Bought the phone yesterday.
- Volume doesn't work.
- Tried turning it off and on.
- Tried cleaning the volume button.
- Didn't help.
- Listen to the Sales Assistant's options.
- Make a decision about what you prefer.

Can I help you?

7. Work in pairs. Roleplay a phone call.

Student A: Make the call.

Student B: Answer the call.

Student A: Read the information. Then phone Student B.

- You work for Masacati Manufacturing.
- You bought a part for your machine from PTC Supplies.
- The part is broken.
- The order number is PTCS00785.
- Call PTC Suppies and ask them for a replacement.

Making a phone call

This is (your name) from (your company).

I/We bought… yesterday/last week/month.

The … is broken/late/lost.

There's a problem with…

Can you send us…?

Student B

Read the information. Then answer Student A's call.

- You work for PTC Supplies.
- A customer will call you with a problem.
- Answer the call, listen to the problem and take notes.
- Say you will send a replacement the next day.

Answering a phone call

Hello, (your company).

This is (your name).

How can I help you?

I'm sorry about that.

Can I take the order number?

I can send …tomorrow / next week.

I'll send …tomorrow / next week.

Can I help you with anything else?

8. Read the email. Tick (✓) the problems the customer had.

☐ a delivery was late.

☐ a part was broken.

☐ an invoice was wrong.

☐ someone sent the wrong replacement.

☐ the price for a part was wrong.

Order number PTCS00785
S. Piancastelli<Simone.Piancastelli@Masacati.com>

Dear Sir/Madam,

I am writing to complain about our order (PTCS00785) from last week.

The first part you sent me was broken when it arrived. I phoned you and you sent me a replacement the next day. But I received part PNZ2654A and that's not what I ordered. And the replacement part is also broken.

Can you replace the part again please and use a different delivery company, or give us our money back?

I look forward to hearing from you.

Best regards,

Simone Piancastelli
Purchasing Manager, Masacati Manufacturing

9. Write an email replying to the complaint in Activity 8. Follow these steps and use the language in the box to help you.

- Say you are sorry about the problems.
- Ask a question about the delivery (e.g. box/ arrive/ damaged?).
- Ask a question about the replacement part (e.g. correct part number / PNZ2654H?).
- Offer to send the correct part.
- Offer to give the customers his/her money back because of the mistake.
- Say you are sorry again.

Replying to complaints

We are sorry that…

Can we get some more information (about…)?

We will send/give you…

We would like to…

We are sorry again for the problems you had.

TELEPHONING – COLD CALLING

Communication goals

1. Identify ways to make a positive first impression

2. Create a script to maximize your efficiency on the phone

Lesson preparation

1. Match the words from the box with the correct pictures.

Cold calling	Prospective clients	Customers
Hostile behavior	Telemarketing fraud	Referrals
Gauge interest	Titles	Salesperson

1. .....

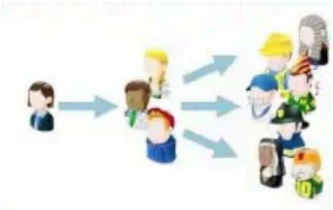
2. .....

3. .....

4. .....

5. .....

6. .....



7. .....

8. .....

9. .....

2. Read the dialogs and write the appropriate topics.

Use referrals	Face rejections	Ready to talk

Script 1: ……

You: Hello, my name is Dan, and I'm with the Sales Institute. Is this a good time to call?

Mary: No, I'm busy right now.

You: Oh, alright, thank you for letting me know. Is there a better time to call?

Mary: Yes, call me at 2 tomorrow.

You: Sure, I'll catch up with you then, have a nice day!

Script 2: ……

You: Hi, I'm Dan, and I'm with Sales Institute. Is this a good time to talk?

Mary: Yes, go ahead.

You: How have you been? We at Sales Institute offer an array of sales solutions that enables reps to sell remotely worldwide. Is that something you'd like to know more about?

Mary: Sure, that sounds interesting.

Script 3: ……

You: Hi Mary! How've you been? James told me about your company and the amazing product you're selling. I wanted to know if your product could boost revenue using our XYZ product. Our ABC feature can help track your growing client base in an efficient and organized way. Are you currently facing any challenges regarding customer behavior tracking?

Mary: We don't have any specific system in place that does that. So, I'm not entirely sure about it.

You: That's completely fine, no worries. I'll explain the features and benefits of installing such a system. (Explain and insert your product pitch here.) Our customers also include companies D, E, and F. If you want further information, you can reach out to James. He'll fill you in on how his company benefitted from using our product.

Mary: Sure, I'll look into it.

Vocabulary

1. Read and listen to the useful tips about cold calling. Write the missing words. (File 1)

When cold calling (approaching prospective (1)…… or (2) …… for the first time), keep the following points in mind:

- Be clear and concise about who you are and the (3)…… of the call.
- Use (4)…… to help and guide the person you are calling.
- Always use (5)…… (such as Dr, Mr, and Ms) and never first names.
- Don't be offended by hostile (6)…… It's not personal.

2. Complete the following sentences with an appropriate word from the box.

referrals	cold	telemarketing
customers	salesperson	client

1. People who believe they are victims of …… fraud should call our Consumer Protection Division.
2. He was prepared for a lot of knocking on doors and ……..-calling to drum up business..
3. Mr Black has been a …… of this firm for many years.
4. Mrs Wilson is one of our regular ……..
5. In some cultures, business contacts will usually be initiated through ……..
6. The supervisor's role is to make sure that every ……makes a given number of calls every day.

3. Macey Chance is on the phone, trying to set up meetings to discuss her company's services. Listen to the conversation. Read the following stages of the dialogue and put them into the correct order. (File 2)

[ ] She explains what her company specializes in and the reason for her call.

[*1*] Macey Chance checks that she is speaking to the correct person,

[ ] She sets up a meeting to discuss the matter further.

[ ] She introduces herself and says where she works.

[ ] She asks questions to gauge the person's interest.

[ ] She checks that the person she is speaking to has time to talk.

Grammar

Cold calling: Some sure-fire action phrases to get closures

Am I speaking to ……?

Do you have a moment to speak to me?

My company specializes in…….

Do you think that's something that might be of interest to you?

May I ask you a question?

Would you like to find out about……?

Would it be possible to arrange a meeting where I could explain?

Could we set up a meeting to discuss……?

When's a good time for you?

4. Unscramble the words to form sentences to use when cold calling.

A think / interest / you / you / something / be / that / of / Do /that's / to / might

……?

B set / Mr Lee / Could / meeting / week / we / up / a / for / next

……?

C specializes / bespoke software / My / in / company / designing

…… .

D Tom Sweeney / Lermans and Co / is / from / This

…… .

E question/ May / Mr Lee / ask / you / I / a

……?

F moment / you / have / Do / a / speak / me / to / to

……?

5. Complete the conversation with sentences from Activity 4. Write the correct letter in the space provided.

Tom Sweeney: Is that Mr Lee?

Mr Lee: Speaking.

Tom Sweeney: (1) .....

Mr Lee: Uh-huh.

Tom Sweeney: (2).....

Mr Lee: I suppose so, yes, go ahead.

Tom Sweeney: (3) .....

Mr Lee: I see.

Tom Sweeney: (4).....

Mr Lee: Yes, it sounds interesting.

Tom Sweeney: (5)..... Are you currently using software that doesn't fully meet your business's needs?

Mr Lee: Well, yes we have had some issues with it this year.

Tom Sweeney: (6).....

Mr Lee: Yes, I'd be interested to hear more.

6. You are a salesperson at Top Tier Training and you call Frederic Gulbert, personnel manager at Rogers and Co. Your aim is to set up a meeting with him to discuss your range of services. Play the audio CD and follow the cues. You start.

1 Check that you are speaking to Frederic Gulbert.

2 Say who you are and who you work for.

3 Check that Frederic has time to talk to you now.

4 Explain that your company specializes in providing motivational training courses for staff and gauge his interest.

5 Suggest a meeting for 10 a.m. next Tuesday.

Practice

7. Match the questions from the conversation on the left to those on the right that serve the same purpose.

1	Am I speaking to Mr Harvey?	**A**	When is convenient for you, Mr Harvey?
2	Do you have a moment to speak to me?	**B**	Is this a good time?
3	Would you like to find out about ways to manage risk caused by long-term adjustments to weather patterns?	**C**	Would you be keen on finding out more about ways to manage risk caused by long-term adjustments to, weather patterns?
4	Would it be possible to arrange a meeting next week where I could explain our services in more detail?	**D**	we set up a meeting next week to discuss it further?
5	When's a good time for you, Mr Harvey?	**E**	Is that Mr Harvey?

1.	2.	3.	4.	5.

8. Listen to these two questions and practice speaking with a partner. (File 3)

Do you have a moment to speak to me?

Note that when a word ends with a consonant and the next word begins with the same consonant, we do not repeat the sound, but pronounce them together.

Could we set up a meeting nex(t) week to discuss it further?

Note that when the sound 't' appears between two consonants, it sometimes disappears altogether. This is known as elision.

9. When approaching potential customers over the phone, it's important to use the right tone of voice. Listen to these sentences and choose the adjective describing the speaker's tone of voice. (File 4)

1. polite or pushy? (too forceful).

2. enthusiastic or bored?

3. abrupt or friendly?

4. pushy or friendly?

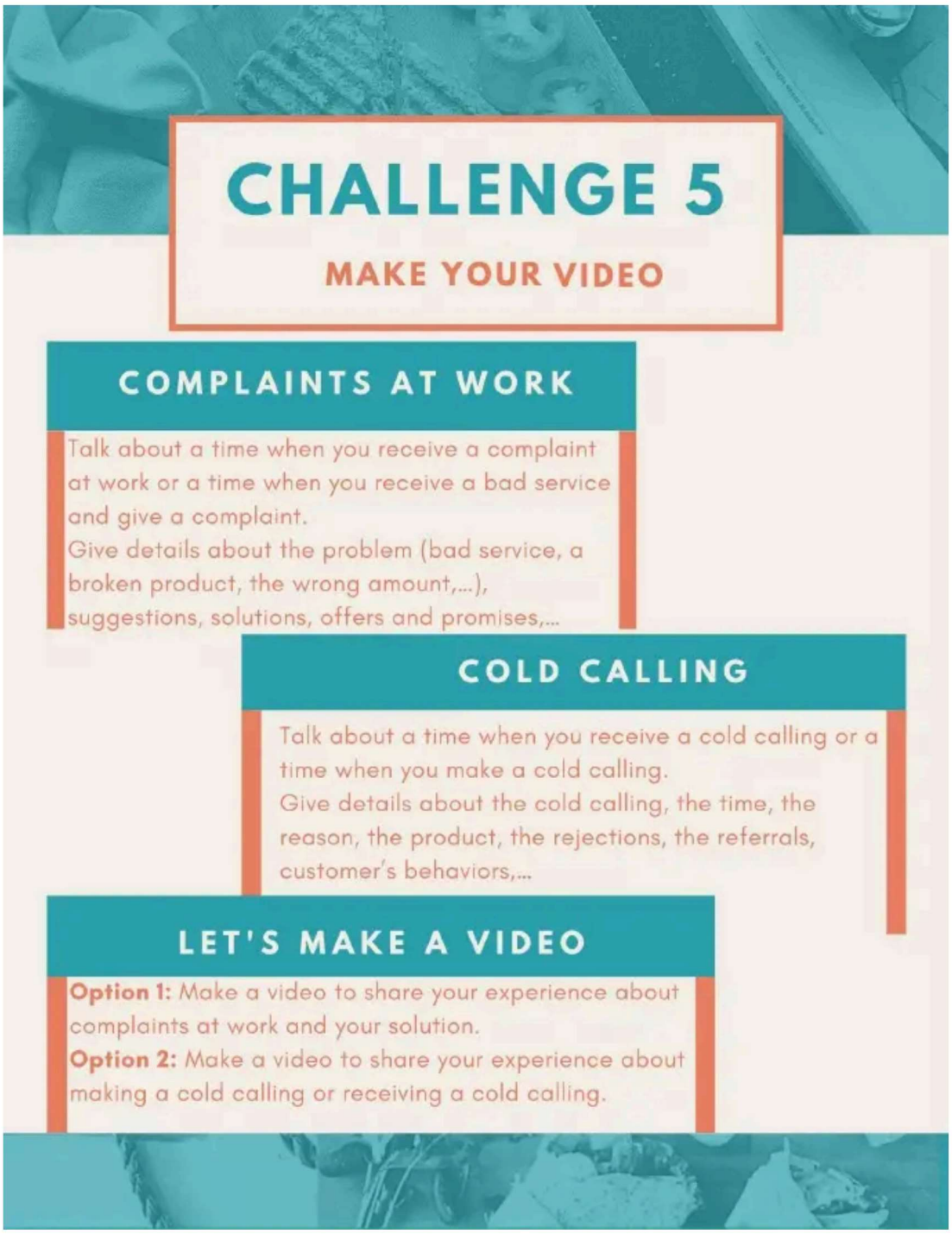
5. bored or polite?

6. bored or friendly?

Listen to the sentences again, now all said in a positive, appropriate manner, and repeat them.

Cultural note

Cold calling is an accepted way of doing business in many cultures. However, in some cultures, business contacts will usually be initiated through referrals, for example Astra Purim suggested I get in touch with you about.... Whatever your situation, a referral will always help you make contact with people. When cold calling across cultures, make sure you find out first whether this approach is culturally appropriate.


CHALLENGE 5
MAKE YOUR VIDEO
COMPLAINTS AT WORK
Talk about a time when you receive a complaint at work or a time when you receive a bad service and give a complaint.
Give details about the problem (bad service, a broken product, the wrong amount,...), suggestions, solutions, offers and promises,...
COLD CALLING
Talk about a time when you receive a cold calling or a time when you make a cold calling.
Give details about the cold calling, the time, the reason, the product, the rejections, the referrals, customer's behaviors,...
LET'S MAKE A VIDEO
Option 1: Make a video to share your experience about complaints at work and your solution.
Option 2: Make a video to share your experience about making a cold calling or receiving a cold calling.

UNIT 8 ACTIVITIES AND PLANS

Communication goals

1. Identify weather conditions and make future plans

2. Describe the weather and ask about people's activities

3. Identify the diphthongs /eɪ/ & /ɔɪ/

Lesson preparation

1. What's the weather like in your country?

Spring	Summer
Autumn / Fall	**Winter**

2. Mirror the letters from back to front to see the correct word.

1. YNNUS .....
2. YDNIW .....
3. YDUOLC .....
4. YWONS .....
5. MRAW .....
6. TOH .....
7. DLOC .....
8. LOOC .....

3. Choose the correct answer.

1. Jack (wear) …… suit today.

a. is wearing b. are wearing c. am wearing d. wears

2. The weather (get) …… warm this season.

a. gets b. are getting c. is getting d. are gets

3. My kids (be) …… downstairs now. They (play) …… chess.

a. am/ am playing b. is/is playing c. are/are playing d. be/ being

4. Look! The train (come) ……

a. are coming b. is coming c. are coming d. is coming

5. I …… in the bathroom right now.

a. am being b. was being c. have been being d. am

6. It …… late. Shall we go home?

a. is getting b. get c. got d. has got

7. “Are you ready, Belle?” “Yes, I ……”

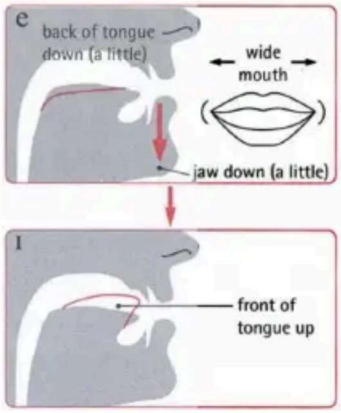
a. am coming b. come c. came d. have came

8. Look! That guy …… to break the door of your house.

a. try b. tried c. is trying d. has tried

Pronunciation

1. /eɪ/ is a long sound. It moves from /e/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound / eɪ /. (File 1)



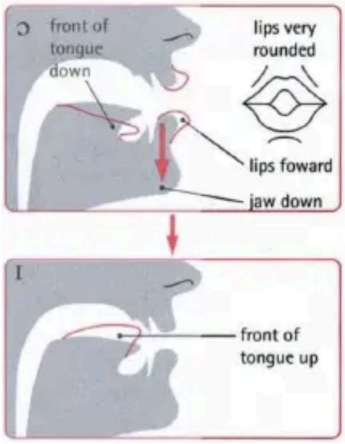
2. /eɪ/ is spelled in different ways. Listen and repeat. (File 1)

a	**a**ge	c**a**me	pl**a**ne	t**a**ble
ai	r**ai**n	w**ai**t		
ay	d**ay**	pl**ay**	s**ay**	
ey	gr**ey**			
ea	br**ea**k	gr**ea**t		
eigh	**eigh**t	w**eigh**t		

3. Now, listen and say these phrases. (File 1)

1. Th**ey** c**a**me a d**ay** l**a**ter.
2. It was a gr**ey** d**ay** in M**ay**.
3. Is this the w**ay** to the st**a**tion?
4. W**ai**t at the g**a**te – I'll be there at **eigh**t.

4. /ɔɪ/ is a long sound. It moves from /ɔ/ to /ɪ/. Listen and say the sound. Target sound /ɔɪ/ . (File 2)



5. Listen and underline the words have sound /ɔɪ/, then speak aloud the sentences. (File 3)

1. I can hear a boy's voice.
2. Those are coins, not toys!

Vocabulary

6. Listen and fill the word in the blank, then read aloud. (File 4)

1. It's .....

2. It's .....

3. It's .....

4. It's .....

5. It's .....

6. It's .....

7. It's .....

8. It's .....

9. It's .....

10. It's .....

11. It's .....

12. It's .....

7. Listen to these weather reports and check the weather for each city. (File 5)

City	Weather			
1. Beijing	☐ cold	☐ windy	☐ snowy	☐ cool
2. Mexico City	☐ dry	☐ warm	☐ cool	☐ wet
3. Tokyo	☐ humid	☐ cloudy	☐ windy	☐ rainy
4. New York	☐ sunny	☐ windy	☐ wet	☐ cold
5. Taipei	☐ cloudy	☐ cool	☐ wet	☐ hot

8. These people are asking about the weather. What will they wear or take with them? Listen and check the correct picture. (File 6)

1.

☐

☐

2.

☐

☐

3.

☐

☐

4.

☐

☐

5.

☐

☐

6.

☐

☐

Grammar

9. Complete the statement, question, or short answer with the present continuous.

1. ..... (It/ snow) now, and ..... (I/ wear) a nice, warm sweater.

2. ..... (he/ study)? Yes, he .... (He/ read) his textbook.

3. ..... (Dad/ not make) dinner right now. ..... (He/ work) late at the office.

4. ..... (Jerome/ exercise), and ..... (Ann/ take) a shower.

5. ..... (The children/ not watch) TV. ..... (They/ listen) to music.

6. ..... (it/ rain) this morning? No. it's cloudy and windy, but it ..... (not rain)

7. ..... (they/ meet) in the office right now? Yes, ...

The present continuous actions in progress now. Use a form of be and a present participle.

Affirmative	**Negative**
I'**m wearing** a sweater	I'**m not wearing** a jacket.
You'**re shaving**	You'**re not making** lunch.
She'**s taking** a bath	She'**s not taking** a shower.
It'**s raining**	It'**s not snowing**.
We'**re watching** TV	They'**re not reading**.

Present participles

wear → wearing

study → studying

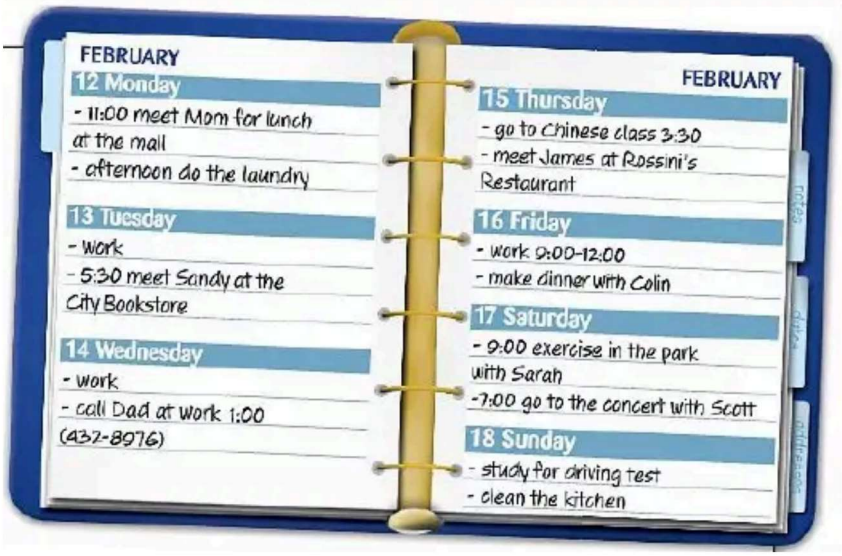
exercise → exercising

Are you **eating** right now?	Yes, I am. / No, I'm not.
Is she **taking** the bus?	Yes, she is. / No, she's not. (OR No, she isn't.)
Is it **raining**?	Yes, it is. / No, it's not. (OR No, it isn't)
Are they **walking**?	Yes, they are. / No, they're not. (OR No, they aren't)

10. Listen and fill in the blank with suitable words. (File 7)

It's a beautiful day here in the park the sun ...(1).....and the birds ...(2)..... Mr. Jones ...(3)..... the newspaper Mrs. Jones is ...(4)..... to the radio. Sally and Patty Jones ...(5)..... studying and Tommy Jones ...(6)..... the guitar. Yes it's a beautiful day. I'm Gary Carter reporting live from Central Park for side-by-side TV news.

11. Today is Monday. Read Marissa Miller's datebook for this week. Then ask and answer the questions with your friends.



1. What is tomorrow? .....
2. What is the day after tomorrow? .....
3. What date is on Thursday? .....
4. What day is on 18th? .....
5. What is Marissa doing on Tuesday? .....
6. What is she doing at 7:00 on Saturday? .....
7. What is she doing on Friday? .....
8. Is she going to Chinese class at 3:30 on Thursday? .....
9. Is she calling Dad at work at 2:00 on Wednesday? .....
10. What is she doing on Monday afternoon? .....

Actions in the present	**Future plans**
Are you **watching** TV right now?	I'**m buying** shoes tomorrow.
I'**m not studying** English this year.	They'**re cleaning** the house this weekend, not today.
She'**s working** at home this week.	Janet'**s meeting** Bill at 5:00 this afternoon.

12. Read and listen, then practice the conversation model with a partner. (File 8)

A: What beautiful weather! It's so sunny and warm!

B: It really is! … So, Kate, are you doing anything special this weekend?

A: Well, on Saturday, I'm meeting Pam in the park.

B: Do you want to get together on Sunday?

A: Sure! Call me Sunday morning, OK?

DON'T STOP!

Ask about plans for other days of the week.

RECYCLE THIS LANGUAGE.

Time expression	Adjectives for weather		Describe the weather
On (Friday)	bad	good	It's so (cloudy/ windy)!
This (afternoon)	awful	nice	An it's so (hot/ cold/ cool)!
In the (evening)	terrible	great	An it's (raining/ snowing)!
Tomorrow	ugly	beautiful	
The day after tomorrow			

13. Conversation activator. With a partner, personalize the conversation. Use your own name. Use the pictures or use your own activities. Then change the roles.

A: *Hello?*

B: *Hi, Grace. This is Jessica. What are you doing?*

A: *Well, actually. I'm doing the laundry right now.*

B: *Oh, I'm sorry. Should I call you back later?*

A: *Yes, thanks. Talk to you later. Bye.*

B: *Bye*

Homework

Exercise 1. Look at today's weather forecast. Complete the chart for December 16th weather, according to the forecast in the Reading.

	In the morning	In the afternoon	In the evening
Sunny	*Guadalajara and Miami*		
Cloudy			
Windy			
Snowy			
Rainy			
Hot			
Warm			
Cold			
Cool			

Exercise 2. Fill in the datebook for this week. Write your activities and the times.

Exercise 3. Now, talk about your plans for this week. Using the present continuous. Record your speaking.

For example: I'm going out for dinner on Saturday.

UNIT 9 TAKING TRANSPORTATIONS

Communication goals

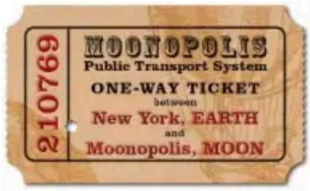
1. Identify the types of tickets, means of transportation and common travel services

2. Discuss schedules, buy tickets and book travel services

3. Review pronunciation (monophthongs)

Lesson preparation

1. Fill in the blank to complete the word.

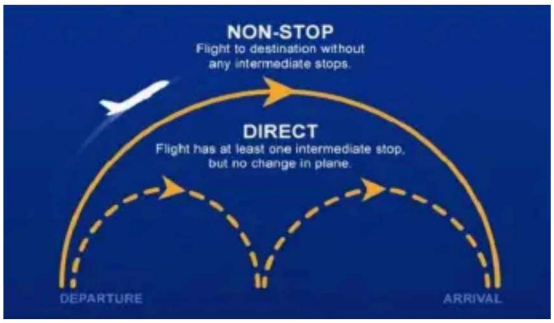


1. One-way t_cket

2. R_und-trip ticket

3. Loc_l tr_in

4. Expr_ss tra_n



5. D_rect fl_ght

6. Non-st_p flight

7. W_ndow seat

8. Ai_le seat

9. R_ntal c_r

10. S_bway 11. M_ped 12. Lim_usine

2. Fill in the blank with ***should, shouldn't, could*** or ***couldn't***.

1. ..... you please show me the way to train station?

2. If Sue wants to buy a car this summer, she ..... get a part-time job.

3. I ..... buy the same bicycle that you have. It's too expensive for me.

4. You ..... leave early in order not to miss the bus.

5. Unless he runs, he ..... catch the train.

6. To go from Tokyo to Nagasaki, you ..... go by taxi, take the express train.

3. Choose the correct answer.

1. (he/ drive) ..... the car?

A. Is he going to drive

B. Am he going to drive

C. Are he going to drive

2. They (not/ walk) ..... to the railway station.

A. are not going to walk

B. am not going to walk

C. is not going to walk

3. I (buy) ..... a round-trip ticket to Norway this weekend.

A. is going to buy

B. are going to buy

C. am going to buy

4. Janet (reserve) ..... a hotel in Pakistan for 3 days and 2 nights.

A. is going to reserve

B. are going to reserve

C. am going to reserve

5. (you/ take) ..... the aisle seat or the window seat?

A. Am you going to take

B. Is you going to take

C. Are you going to take

Pronunciation

1. Listen and repeat. (File 1)

/iː/	/i/	/e/	/æ/	/ɑː/	/ɒ/
neat	bit	bed	bag	car	dog
seat	sit	get	map	bar	job
/ɔː/	**/ʊ/**	**/uː/**	**/ʌ/**	**/ɜː/**	**/ə/**
fall	full	new	cup	bird	ago
born	book	too	bus	turn	balloon

The monophthongs are pronounced as a single sound.

The monophthongs are sub-classified into short vowels and long vowels.

2. Now, listen and say these phrases. (File 2)

1. He eats three pieces of cheese.

2. There are eleven hens with twelve eggs in ten nests.

3. Harry and Anne are standing hand in hand.

3. Circle the word which has the same vowel.

/ɑː/	/ʌ/	/uː/	/ɔː/
a. hut	a. sun	a. skirt	a. cook
b. arm	b. horse	b. moon	b. few
c. French	c. man	c. bee	c. sport

Vocabulary

4. Read and listen to some kinds of tickets and trips. (File 3).

a one-way ticket

a round-trip ticket

JAPAN RAIL	Kodama (local)	Nozomi (express)
Tokyo	10:13	10:20
Odawara	10:30	-
Atami	11:00	-
Maibara	13:39	-
Kyoto	14:04	12:38

the local **the express**

a direct flight

a non-stop flight

an aisle seat **a window seat**

5. Complete the conversations with words and phrases from the Vocabulary.

1 A: Would you like a window or an aisle?

B: ..... . I like to walk around.

2 A: Is Flight 3 a ..... flight?

B: No. It's a ..... flight. It makes a stop, but you don't have to change planes.

3 A: Do you want a ..... ticket to Nha Trang?

B: Actually, I need a ..... . I'm not coming back!

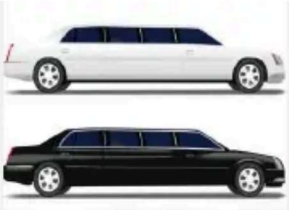
4 A: I'm sorry. It's too late to make the ..... .

B: Well, I'll take ..... . I'm not in a hurry.

6. Read and listen to some travel services. (File 4).

A rental car

A taxi



A limousine / a limo

A hotel reservation

7. Read and listen to some means of transportation. (File 5)

a car

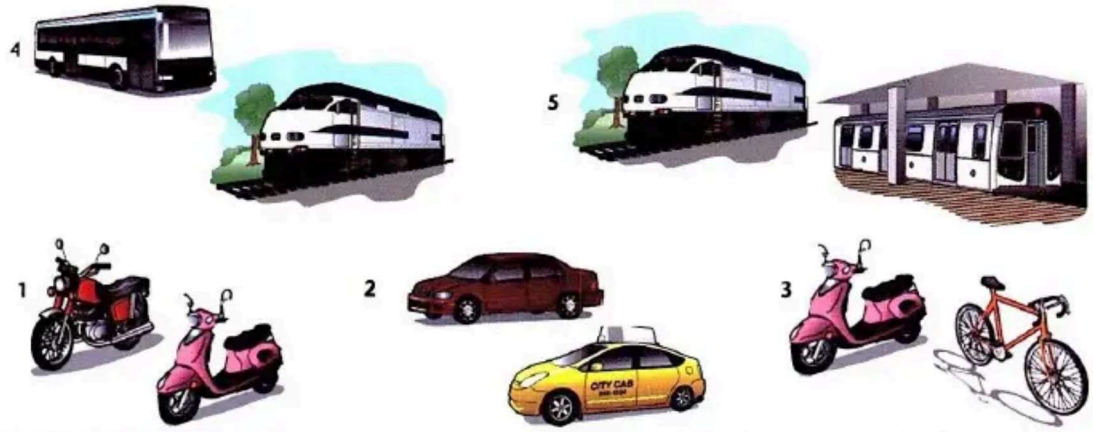
a bicycle

a moped

a subway

a motorcycle

8. Listen. Circle the means of transportation you hear (File 6).



Grammar

Modals should and could

should

Use should and the base form of a verb to give advice.

You **shouldn't take** that flight. You **should take** the non-stop.

Should they **take** the bus? (Yes, they **should**. / No, they **shouldn't**.)

When **should** we **leave**? (Before 2:00.)

could

Use could and the base form of a verb to suggest or ask about alternatives or possibilities.

The express bus is full, but you **could take** the local.

Could I **take** the 2:20? (Yes, you **could**. / No, you **couldn't**.)

9. Complete each statement or question with should or could and the base form.

1. ..... (He/take) the express. The local arrives too late.

2. They said ..... (we/have) two aisle seats or an aisle and a window.

3. ..... (You/get) a round-trip ticket. That way you won't have to wait in line twice.

4. Which train ..... (we/take)? We absolutely have to be there on time.

5. ..... (They/buy) a ticket at the station or on the train. It doesn't matter.

CONVERSATION MODEL

10. Read and listen to someone buying tickets. Practice speaking with a partner. (File 7)

A: Can I still make the 5:12 bus to Montreal?

B: I'm sorry. It left five minutes ago.

A: Too bad. What should I do?

B: Well, you could take the 5:30.

A: OK. One ticket, please.

B: One-way or round-trip?

A: Round-trip, please.

Be going to to express the future: Review

	base form
I'm going to	rent a car in New York.
She's going to	eat at the airport.
We're going to	take a taxi into town.

Are they going to need a taxi? (Yes. They are. / No, they aren't.)

Is Beth going to make a reservation? (Yes, she is. / No, she isn't.)

When are you going to arrive? (At noon.)

Who are they going to meet? (The travel agent.)

Where is he going to wait? (In the lobby)

Who's going to take me to the airport? (Tom is.)

11. Complete each statement or question with be going to and the base form.

1. ..... (they/buy) tickets for the express.
2. When ..... (she/leave) for the airport?
3. ..... (you/ask for) an aisle seat?
4. Who .....(take) him to the train station?

CONVERSATION MODEL

12. Read and listen to a conversation between a travel agent and a traveler. (File 8)

A: Hello. Baker Travel. Can I help you?

B: I hope so. I'm going to need a car in Dubai.

A: Certainly. What date are you arriving?

B: April 6th.

A: And what time?

B: Let me check . . . 5:45 P.M

Homework

Exercise 1. Listen to the conversations. Then write the name of a travel service. (File 9)

1. He's going to reserve a ..... for her.
2. The tourist's going to need a ..... in Seoul.
3. She's going to get a ..... at John F. Kennedy Airport.
4. The agent's going to check to see if he can reserve a ..... for the tourist.

Exercise 2. Read and complete the e-mail. Circle the correct verb forms.

Here's my travel information: I (1 leaving / 'm leaving) Mexico City at 4:45 P.M. on Atlas Airlines flight 6702. The flight (2 is arriving / arriving) in Chicago at 9:50 P.M. Mara's flight (3 going to get in / is getting in) ten minutes later, so we (4 're meeting / meeting) at the baggage claim. That's too late for you to pick me up, so I (5 'm going to take / take) a limo from O'Hare. Mara (6 goes to / is going to) come along and (7 spend / spending) the night with us. Her flight to Tokyo (8 not leaving / isn't leaving) until the next day.

Exercise 3. Change the Conversation Model in Activity 16. Book one of the travel services from the Vocabulary. Use the tickets for arrival information. Recording your speaking

Book travel services

A: Hello. Baker Travel. Can I help you?

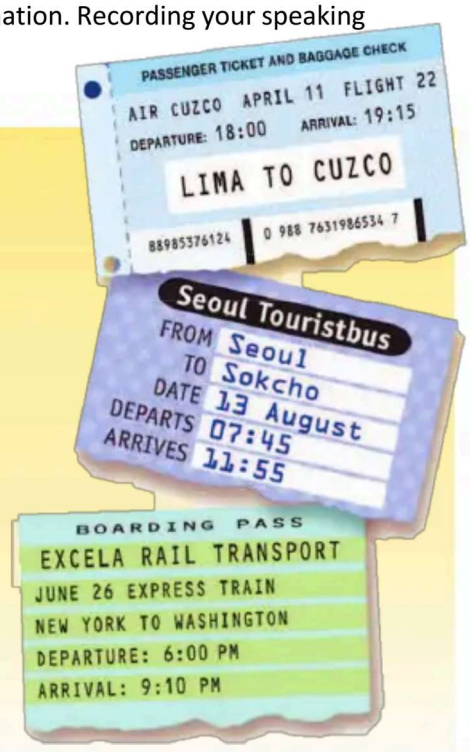
B: ..... I'm going to need ..... in .....

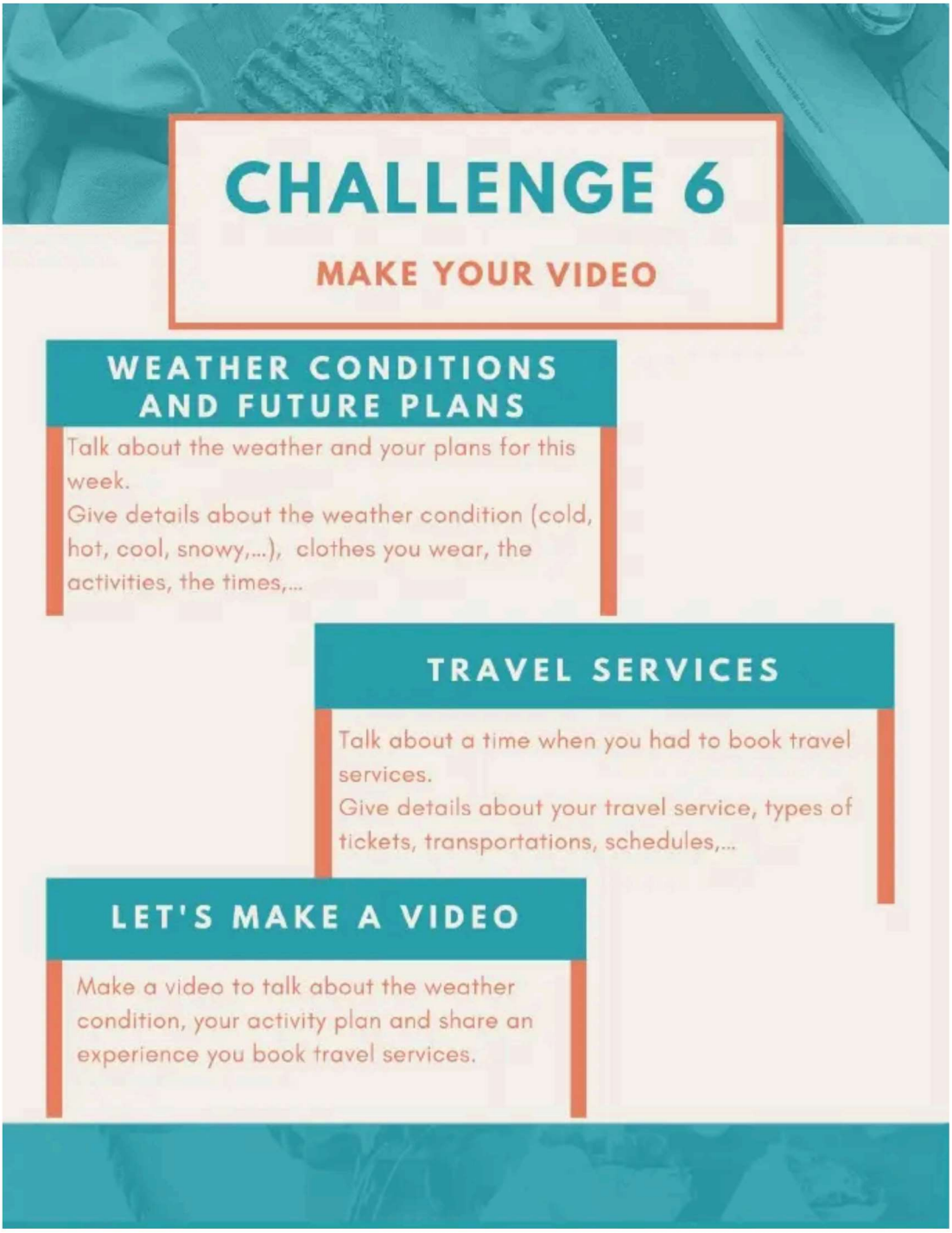
A: ..... What date are you arriving?

B: .....

A: And what time?

B: Let me check ... .




CHALLENGE 6
MAKE YOUR VIDEO
WEATHER CONDITIONS AND FUTURE PLANS
Talk about the weather and your plans for this week.
Give details about the weather condition (cold, hot, cool, snowy,...), clothes you wear, the activities, the times,...
TRAVEL SERVICES
Talk about a time when you had to book travel services.
Give details about your travel service, types of tickets, transportations, schedules,...
LET'S MAKE A VIDEO
Make a video to talk about the weather condition, your activity plan and share an experience you book travel services.

TELEPHONING – CONFIRMING OR REARRANGING APPOINTMENTS

Communication goals

1. Identify ways for a proper appointment setting calls

2. Create a script to maximize your efficiency on the phone when confirming or arranging appointments

Lesson preparation

1. Fill in the blank to complete the word.

1. App_intm_nt

2. Tel_conf_rence

3. C_nfirm

2. Listen and fill in the blank with one word in the box. (File 1)

appointment	exact time	available	
assistant	outline	arrangements	information

A: I would like to make an (1) ..... for a project meeting.

B: Of course, I have Monday or Tuesday (2) ..... What day would be best for you?

A: I would like to meet on Monday.

B: Very well then. Are mornings or afternoons best?

A: I want to come in the morning.

B: I will have my (3) ..... check my calendar and get back to you with the (4)..... Can you bring me an outline of the project when you come?

A: Yes, I can bring the (5) ..... when I come to the meeting.

B: Do you think that we should include the entire committee in the meeting or just our sub-committee?

A: I think that we should have just the sub-committee.

B: OK then, I will make the (6) ……. for them to attend. Do you know how to get there?

A: No, I need directions, please.

B: Fine, we will make sure that we send you all of the (7) ……. that you need. See you there!

Vocabulary

1. Read and listen to the useful tips about confirming and rearranging appointments. Write the missing words. (File 2)

USEFUL TIPS

Once you have fixed your (1)……. with a business partner, telephone a couple of days beforehand to (2)……. the details of your meeting. Keep the following points in mind:

• Confirm the (3)……, date, time, and place.

• Be ready with (4)……. appointment times if the (5)……. time has to be changed.

• Check to see if the customer has any new (6)…….

2. Complete the following sentences with an appropriate word from the box.

confirm	better	teleconference
spell	check	forward

1. The company will be holding a …… to announce a major partnership.
2. That's not a problem. Would Thursday afternoon be ..... for you?
3. I look……to seeing you then.
4. Does she ……. her name with a C or with a K?
5. Could you …… that for me?
6. I'm just ringing to ..... our appointment for Friday morning at 9 a.m

Grammar

Confirming or rearranging appointments: Some phrases to get closures

I'm just ringing to confirm our appointment….?

I'm just calling to check….?

Would Tuesday be better for you?

Would you like me to arrange…….?

I look forward to seeing you then.

3. Match the sentences on the left with similar purpose. Follow the example.

1	I'm just ringing to confirm our appointment for Tuesday afternoon at 3 p.m.	**A**	Could you just confirm where your offices are?
2	Can I just check the address?	**B**	Shall I organize a telephone conference?
3	No problem. Would Tuesday afternoon be more convenient?	**C**	I'm just calling to check that it's still convenient for us to meet on Friday at 10 a.m.
4	Would you like me to arrange a telephone conference?	**D**	Can I interest you in any other services that we provide?
5	Would you be interested in any of our other services?	**E**	That's fine. How about Friday morning instead?

4. You are the customer relations manager for Marlow Construction. Look at two of your diary entries for next week and then make the phone calls to confirm your appointments. Play the audio CD to start. When you hear the beep, pause and respond. (File 3)

Wednesday	10 a.m.	***Giovanni Fabro, 40 Findon Street - discuss Westdene Hospital building contract***
Thursday	3 p.m.	***Joy Lee, 2 0 South Road - update on Queen's Hotel building project***

The call to Giovanni

1. Greet him, say who you are and where you work, and ask how he is.

2. Respond to Mr Fabro's question and explain the reason for your call.

3. Check that you have the correct address.

4. Ask him to spell it for you and make notes accordingly.

5. Thank him and end the call politely.

The call to Joy

6. Greet her, say who you are and where you work, and ask how she is.

7. Respond to Ms Lee's question and explain the reason for your call.

8. Respond appropriately and suggest an alternative time to meet.

9. Respond appropriately and end the call politely.

Practice

5. Unscramble the words to form sentences to use when confirming or rearranging appointments.

A more convenient? / Would / Wednesday afternoon / be

……?

B would / a telephone conference / you / like / to / me / arrange / instead?

……?

C Can / the address? / I / check / just

……. .

D at 3 p.m. / I'm just ringing / our appointment / to confirm / for Tuesday afternoon

……. .

E like logistics, for example? / Would / our other project management services, / you or your colleagues / be interested in / any of

……?

F then. / I / you / look / seeing / forward / to

……?

6. Robbie Taylor is confirming his appointments for next week. Listen and complete the conversation with sentences from Activity 5. Write the correct letter in the space provided. (File 4)

1.

Sabine G: Sabine Gerland.

Robbie T: Hello, Ms Gerland. This is Robbie Taylor from Queensfield Ltd. How are you?

Sabine G: Fine, thanks. And you?

Robbie T: Very well. (1)……. to discuss our project management services for the Potsdam project.

Sabine G: Yes, that's right. I'm looking forward to it.

Robbie T: (2)……. That's Quiddestrasse 14, isn't it?

Sabine G: Er, no, Quiddestrasse 40.

Robbie T: Right, 40, OK. And could you spell Quidde for me?

Sabine G: Of course. That's Q-U-l-D-D-E. If you go to our website, you'll find full directions.

Robbie T: Right. Thanks. So, (3)…….

2.

Robbie T: Queensfield Ltd. Robbie Taylor.

Gerhard S: Oh hi, this is Gerhard Schmidt calling from Hipax in Berlin.

Robbie T: Oh, hello Mr Schmidt. How are you?

Gerhard S: I'm fine, thank you. And you?

Robbie T: I'm well, thanks

Gerhard S: Good. I'm afraid I have to cancel our meeting next Tuesday morning. I'm going to be away visiting one of our key customers

Robbie T: No problem. (4)……

Gerhard S: Unfortunately not. One colleague I wanted to come to our meeting will be in Paris and I'll be in Munich

Robbie T: I see. Well, (5)……

Gerhard S: Mmm, that's a good idea. We're both free at 2 p.m. on Monday. Will you email me the details?

Robbie T: Of course. Actually, I wanted to call you anyway, Mr Schmidt. (6)……

7. This is how Robbie Taylor's diary looked before his two phone calls. Ma ke any necessary changes to it.

Tuesday		**Wednesday**	
9 a.m.		9 a.m.	
10 a.m.		10 a.m.	***Gerhard Schmidt, Hipax, Berlin***
11 a.m.		11 a.m.	
12 p.m.		12 p.m.	
2 p.m.		2 p.m.	
3 p.m.	***Sabine Gerland, Quiddestrasse 14***	3 p.m.	
4 p.m.		4 p.m.	
5 p.m.		5 p.m.	

8. When your business partners contact you regarding an appointment, remember to be polite, flexible and to respond to their needs. Your phone is ringing. Listen to four sentences from the same conversation. Play the audio CD to start. When you hear the beep, cause and respond, choosing a suitable answer. (File 5)

1

A. Fine, thanks. And you?

B. I've had better days. And you?

C. I woke up with terrible backache and it hasn't really lifted even though I've taken lots of painkillers. And you?

2

A. That's a shame. Never mind, maybe some other time.

B. No problem. Would Wednesday be more convenient?

C. Oh really? It's just that I'm really busy next week and that's the only time I'm free.

3

A. Well, maybe we'll leave it till she gets back.

B. Does she really need to be there?

C. I see. Would you like me to arrange a telephone conference?

4

A. Excellent, I'll email you with the details. Would you be interested in any of our other services?

B. I look forward to seeing you on Tuesday, then.

C. Can I just check the spelling of that?

9. Think about your workplace. You have a meeting booked on Monday at 4 p.m. with Valerie Auguste. Play the audio CD to start. When you hear the beep, pause and respond. remember to be flexible, suggesting an alternative time or a telephone conference where appropriate. You start. (File 6)

Cultural note

When making or receiving a business call, you may be expected to engage in some small talk at the beginning of the conversation. Look again at Robbie Taylor's two conversations to see how he makes his telephone partners feel at ease by using the phrase ***How are you?*** The answer should be brief and positive (even if this is not, in fact, the case), for example, ***Very well***, or ***I'm fine, thank you***. You may wish to reciprocate by asking, ***And you?***

UNIT 10 TRAVEL ARRANGEMENT

Communication goals

1. Talk about travel arrangements

2. Review pronunciation (diphthongs)

Lesson preparation

1. Match the verbs with the phrases.

book	in an apartment
go	by coach
rent	a car
stay	a flight

2. Choose the correct option.

When Lorna travels for work, she usually ……. *stays* ……. at a hotel. When she goes to Paris, she never goes by 1. ***plane / flight***, she 2. ***books / rents*** a train ticket from London to Paris. She sometimes 3. ***books / goes*** by coach.

Lorna isn't going to Madrid by 4. ***plane / train***. She's flying. When she goes to Madrid, Lorna sometimes 5. ***goes by / rents*** a car. She goes to the airport 6. ***in / by*** train. She's 7. ***renting / staying*** an apartment in Madrid in July.

3. Match the questions with the responses.

1. Where are you working tomorrow?	a. Yes, he is.
2. When is Dan flying to Glasgow?	b. Yes, you are.
3. How are we getting to the airport?	c. In the office in Brussels.
4. Is Marek staying at an apartment?	d. By train.
5. Are Karl and Heidi visiting the office next week?	e. No, they aren't.
6. Am I meeting you next week?	f. On Tuesday next week.

4. Choose the correct option.

1. A: ***Is / Am*** Pavel preparing a new price list?
   B: Yes, he ***is /are***.
2. A: ***Am / Are*** the team giving their presentation this morning?
   B: No, they ***isn't / aren't***.
3. A: What ***am / are*** you having problems with?
   B: We ***'m / 're*** having problems with our computers.
4. A: ***Are / Is*** you planning your talk for the sales meeting?
   B: Yes, I ***'m / 're*** planning it right now.

5. Complete the sentences with the correct form of the verbs in brackets.

1. Rita ……*is writing*……. (write) her report at the moment.
2. The team …….. (not deal) with the problem today.
3. Right now, Liz …….. (talk) to a new supplier.
4. Hans …….. (have) problems with the delivery at the moment.
5. The meeting …….. (go) very well.
6. Things …….. (not go) well right now.
7. The Sales Manager …….. (prepare) for the conference.
8. They …….. (not repair) the phones today.

6. Write sentences about arrangements.

1. we / hire / a car for a week

……

2. Wendy and Robert / not fly / to Hamburg tomorrow

……

3. I / not stay / in a hotel / next week

……

4. Mauricio / not go / to the office on Monday

……

5. you / visit / the factory next month?

……

Pronunciation

1. Listen and repeat.(File 1)

/eɪ/	/aɪ/	/ɔɪ/	/ʊə/	/oʊ/	/aʊ/	/ɪə/	/eə/
cake	light	boy	tour	snow	town	deer	air

A diphthong is a one-syllable sound that is made up of two vowels.

In Received Pronunciation English, there are eight diphthongs.

2. Now, listen and say these phrases. (File 2)

1. Jane and Kate baked eight cakes.
2. Simon and Mike arrived on time.
3. Roy is a noisy boy.
4. Jones shows his noble nose.
5. Out of the house Mr Brown found a mouse on the ground.

3. Circle the word which has the same diphthong.

/eɪ/	/aɪ/	/ɔɪ/	/ʊə/	/oʊ/	/aʊ/	/ɪə/	/eə/
a. dear	a. buy	a. soap	a. poor	a. old	a. chose	a. here	a. cake
b. chase	b. cloud	b. voice	b. home	b. shout	b. how	b. fair	b. road
c. shy	c. mail	c. wrote	c. bye	c. here	c. point	c. taste	c. there

4. Match the words that have the same diphthong.

1	An old	child
2	A loud	cake
3	Near	goat
4	A kind	hair
5	Fair	here
6	Taste the	shout

Vocabulary

5. Match the words (1-6) with the photos (A-F).

1. a plane ……
2. an apartment ……
3. a bus ……
4. a hotel ……
5. a train ……
6. a coach ……

Now answer the questions.

7. Where do you usually stay when you travel a) for work b) for holidays?

8. When was the last time you travelled by plane/train/coach/bus?

9. When was the last time you stayed in a hotel/an apartment?

6. Listen to a conversation between a PA and her manager about a business trip to Japan. Complete the dialogue. (File 3)

Bea: Dom, I booked (1)……. for your trip to Japan, on Japan Airlines.

Dom: Thanks, Bea. What about my hotel?

Bea: I need to book (2)……. room for you tomorrow.

Dom: **Am** I **going** by (3)……from Osaka to Tokyo?

Bea: No, you **aren't flying**. You**'re going** by (4)…… . It's only two-and-a-half hours by train – the trains are very fast in Japan.

Dom: Where **am** I **staying**? For a two-week visit, I usually rent (5)……

Bea: Yes, that's what **we're doing**. It isn't big, but it's very comfortable. And it's near the office.

Dom: OK. Where **am I meeting** customers?

Bea: In the office. There's a meeting room there.

7. Complete the table with the words in the box.

a car an apartment (x2) a flight coach plane

book	a hotel / a train ticket / an apartment / (1).....
stay at	a hotel, (2).....
go by	bus / car / (3)..... / (4).....
rent	(5)..... / (6).....

Grammar

TALKING ABOUT ARRANGEMENTS	
+ **I'm flying** to Tokyo tomorrow. We/You/**They're working** in Tokyo next week.	She/ He **is meeting** customers on Friday. **You're staying** in the city centre.
- **I'm not saying** at a hotel. We/You/They **aren't going** to the factory on Tuesday.	He/She **isn't going** to the factory.
? Where are you meeting the customers?	**I'm meeting** them at their office.
? **Is** Claudia **meeting** you at the airport? **Are** they **visiting** the factory with you	Yes, she **is**. / No, she **isn't** Yes, they **are**./ No, they **aren't**.

8. Complete the sentences with the correct form of be and the verb in brackets.

1. I .....clients next Monday and you .....a presentation to them at 9 a.m. (visit, give)

2. We .....by bus, we .....the train. (not go, take)

3. .....they.....in a company apartment? (stay)

4. Who .....the flights to Moscow? (book)

9. Watch the video introduction. Do the tasks below. (Video 1)

Task 1. What are the reasons for traveling for work?

.....

.....

Task 2. Watch the video again. Answer the questions with (C) for Clair or (M) for Michaela.

1 Who travels abroad… a) sometimes…… b) often? ……..

2 Who is traveling a) with a colleague?..... b) alone? ……

3 Who is a) taking the train? ……. b) taking a plane? …….

4 Who is a) working with a client at their office?..... b) going t o a conference? …….

Task 3. Watch the video again. Choose the correct option.

1 Clair is going to Oxford for *one / two* day(s).

2 Clair is staying in a hotel in Manchester for *one / two* night(s).

3 Clair is going to a restaurant with *friends / her boss*.

4 Michaela is staying in Hong Kong for *one / two* week(s).

5 Michaela is building a website for her *clients / company*.

6 Michaela is planning to *do some sightseeing / rent a car*.

7 Michaela is going to a restaurant with clients in the *afternoon / evening*.

10. Work in pairs. Read your travel arrangements and arrange a time to meet.

Student A

Look at your travel arrangements. Have a conversation with student B and arrange a time to meet.

Trip to Frankfurt and Athens
Tuesday
Morning: Train to Frankfurt
Afternoon: Meet suppliers
Evening:
Wednesday
Morning: Meet Angela at the apartment
Afternoon:
Evening: Dinner with Mr. Brandt
Thursday
Morning:
Afternoon: Have lunch with Frankfurt colleagues, until 2 p.m Available after 2pm
Evening: Fly to Athens

Student B

Look at your travel arrangements. Start a conversation with student A and arrange a time to meet.

Schedule for frankfurt
Tuesday
Morning:
Afternoon: Meet sales team from 1-5 p.m
Evening: Dinner with Sales Team Manager
Wednesday
Morning: Meeting with clients all afternoon
Afternoon:
Evening:
Thursday
Morning: Project update meeting
Afternoon:
Evening: Busy

Homework

Exercise 1. Match the sentence halves.

1	She usually books	**a**	in an apartment.
2	On work trips, I stay	**b**	a car and drive to the hotel.
3	We go by	**c**	a hotel near the office.
4	They rent	**d**	bus from home to the airport.

Exercise 2. Look at Barbara's arrangements for next week. Complete the dialogue with the correct verbs from the calendar. Then listen and check. (File 4)

Pietro: When (1)…….you ……to Munich?

Barbara: (2)…….on Monday.

Pietro: (3)……..Claudia …… you at the airport on Monday?

Barbara: No, she (4)…….. . She (5)…… me at the hotel on Tuesday morning. We (6)……the factory in the afternoon.

Pietro: (7)…… the area managers ……. the factory with you?

Barbara: Yes, they (8)…….

Pietro: And when (9)……you…….to Augsburg?

Barbara: On Wednesday morning.

I (10)……by train.

Exercise 3. Imagine you're going on a business trip next week. Use *Be going to* complete the conversation below. Record your speaking.

A: Where are you going next week?

B: I'm going…….

A: Are you going by plane or train?

B: ……

A: Where are you staying?

B: ……

A: Where are you meeting your customers?

B: ……..

A: Is your colleague going with you?

B: ……..

UNIT 11 DELAYED FLIGHT

Communication goals

1. Deal with a delay: Write a text message to apologize and explain why they are late

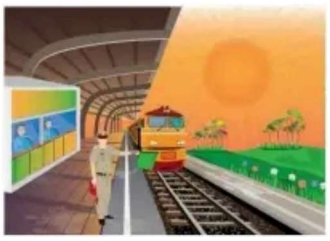
2. Review pronunciation (Consonants)

Lesson preparation

1. Match the verbs with the phrases.

Terminal	Gate	Arrival	Cancel
Platform	Flight connections	Baggage claim	Change
Security	Departure	Custom	Delay

1. .....



2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

8. .....

9. .....

10. …… 11. …… 12. ……

2. Choose the correct answer.

1. He ……. arrive on time.

A. will B. is C. not

2. Will your folks ……. before Tuesday?

A. leaving B. leave C. leaves

3. We ……. get there until after dark.

A. will B. won't C. will n't

4. We won't ……. until we get there.

A. knowing B. have know C. know

5. I ……. back before Friday.

A. 'll be B. will C. am being

3. Complete the sentences with *will* and the verbs in brackets.

1. They're talking about their next summer holiday. They ……. (do) a tour of Norway.

2. They ……. (go) on holiday by plane.

3. I ……. (travel) around the world.

4. A: Why do you need to borrow my suitcase?

B: I ……. (visit) my mother in Scotland next month.

5. Where ……. Plane BA467 ……. (depart)?

6. I ……. (change) train in at Manchester Station at 5 so let's meet at 8.

7. A: Are you going to the airport tonight?

B: Yes. Are you going too? I ……. (give) you a lift.

8. My flight is delayed so I ……. (be) late for the meeting tomorrow in China.

Pronunciation

1. Listen and complete the text. (File 1)

Recipe

Take your ....cash....
Go to the ..... .
Buy some ....
and some ....
Take them home.
..... them.
Cook them for a ..... time.
Put them in a ..... .
Eat them.
..... , '..... !'

2. Listen and circle the odd one out. (File 2)

1. village	get	Germany	page
2. coach	check	Christmas	temperature
3. June	vegetable	give	cabbage
4. station	Russian	picture	information

3. Listen and repeat these sentences. (File 3)

1. I went to a small Russian village.
2. Cabbage is my favorite vegetable.
3. I was in Germany at Christmas.
4. Look at this page of information.
5. I'm going to the coach station.
6. Can you check the temperature, please?

4. Listen and complete the sentences. (File 4)

1. The ..... will be fine for ..... next ..... days....., on ....., ...'ll be some rain in the ..... The ..... will be dry and sunny, but only about ..... degrees.

2. A: I'm thinking of going to the ..... tonight.

   B: Me too! Let's ..... go .....!

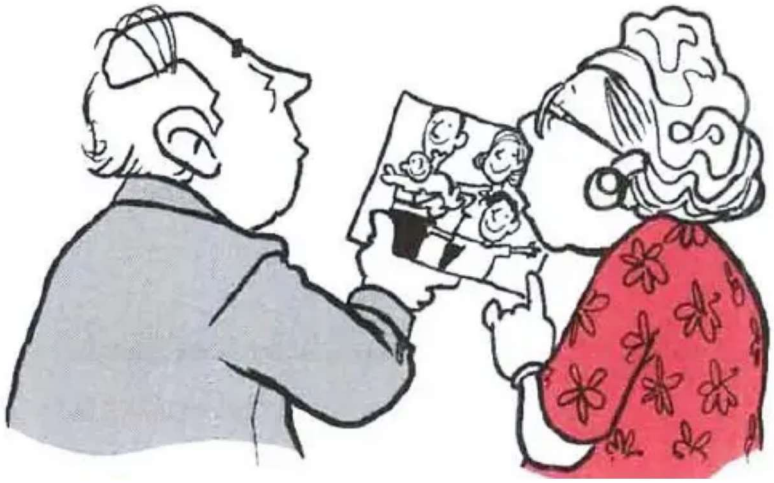
3. A: Are you .....?

   B: No, ...

4. A: ..... are my ..... and ....., about ..... years ago. And ..... is my older ..... - he was about ..... years old.

   B: And ..... baby - is ..... you?

   A: Yes, ...'s me, ... my ..... in my .....!



Vocabulary

5. Look at the signs. Which do you see .....

1. at an airport? 2. in a train station? 3. in both places?

6. Put the sentences in the correct order to make a travel story.

a. ..... The 7.00 train to Manchester airport was cancelled.

b. ..... The train stopped at every station, so I arrived at the airport an hour late.

c. .....*1*.... I left my hotel at 6.30 in a **taxi**.

d. ..... But there was good news. My plane was delayed!

e. ..... I arrived at the train station at 6.45.

f. ..... There was a queue to board the plane. It **departed** an hour late, but I was on it.

g. ..... I went through **security**, but it was very slow. I ran quickly to the gate.

h. ..... I took the 7.30 train from platform three. I had to **change trains** at Manchester Victoria Station.

7. Match each picture (1–4) with the words in bold in Exercise 6.

1 .....

2 .....

3 .....

4 .....

8. Complete the sentences with the words in the box.

arrive	cancelled	change	delayed	depart	gate	late	platform	security	stop

1. Flight 450 to Tokyo isn't departing today. It's .....
2. The train is ..... until 7.30 so I'll be fifteen minutes late.
3. We ..... at 10.00 and arrive at 12.30.
4. Does this train ..... at York?
5. Please ..... at Victoria Station for an airport train.
6. You need thirty minutes to go through .....
7. When you ..... at the airport, go through passport control.
8. Sorry I'm .....! There were no taxis.
9. The 6.30 train for Prague leaves from ..... ten.
10. Passengers on flight EZ 345 please go to ..... 28.

9. Choose the correct option, a, b or c.

1. Which gate is your ..... leaving from?

a. bus b. flight c. car

2. The 12.14 is cancelled, so I'm going .....

a. to the station b. by train c. on the 13.14

3. This is passport control, so you need to .....

a. show your identification b. take off your jacket c. go by plane

4. The Madrid ..... is at platform three.

a. station b. flight c. train

5. My ..... is at 9.00, so I'm going to the airport at 7.00.

a. flight b. coach c. car

6. Is your ..... arriving at platform four or five?

a. flight b. train c. meeting

7. The 9.02 train is delayed. It's .....

a. leaving at 8:45 b. not leaving today c. leaving at 9:15

8. At security, you need to .....

a. buy a ticket b. take off your coat c. go by plane

10. Listen to the announcements. Write (T) for train station or (A) for airport. (File 5)

1. …….. 2. …….. 3. …….. 4. ……..

5. …….. 6. …….. 7. …….. 8. ……..

11. Listen again. Complete the sentences with one word. (File 5)

1. AI663 to Rome is ……..

2. The 10.15 to Paris is ……..

3. The service to Leeds on …….. 7 is delayed by 30 minutes.

4. Flight EY825 to New York is ……..

5. Passengers for Abu Dhabi need to go to a different ……..

6. Passengers for Brussels need to go to a different ……..

7. You need extra time to go through …….. today.

8. Follow the signs if you need to make a flight ……..

12. Complete the text messages about travel delays with the words in the box.

hotel	meeting	security	train

a Hi Dan,
My train to Paris is cancelled because of the weather. But don't worry, I'll join the _____ online.
Sara

b Hello Bella,
My flight to JFK is cancelled. I'll stay in a _____ tonight and fly to New York tomorrow.
Roberto

c Martin
I'm sorry, but my _____ is delayed by thirty minutes. I'll be late for the meeting.
Liz

d Ella
Did you hear the announcement? _____ takes forty-five minutes! Meet me at the gate!
Naomi

Grammar

We use an infinitive verb after ***will / won't***.

	subject	will/ won't	infinitive
Positive	I/You/We/ They/ He/ She/ It	**will ('ll)**	**phone** you tomorrow. **check** the details. **send** it immediately.
Negative	I/You/We/ They/ He/ She/ It	**will not = won't**	**forget** to call **charge** for wi-fi access **miss** the deadline

GRAMMAR. WILL / WON'T

Promises and agreements

Thanks for the invitation. I will (I'll) confirm on Friday.

I will not (won't) forget to send the list.

Decisions at the moment of speaking

My flight is cancelled. I'll stay in a hotel tonight. I won't go home.

Offers

A: I can't use this computer.

B: I'll try and fix it for you.

13. Complete the responses with will and a verb.

be do get help (not)be open(x2) phone send

1. A: I don't have time to phone the client.

   B: I ..... her for you.

2. A: Can you talk to the catering manager?

   B: Certainly, I ..... it now.

3. A: It's hot in this office.

   B: Yes, it is. I ..... a window.

4. A: I can't operate this data projector.

   B: Don't worry. The assistant ..... you.

5. A: Can you send our order as soon as possible?

   B: Certainly. We ..... it tomorrow.

6. A: There’s no paper in the photocopier.

B: I …….. some from the computer shop.

7. A: I really need to eat, but there's another meeting at 12.30.

B: Don't worry, there …….. lunch at the meeting.

8. A: Can I come to the bank after work?

B: I'm sorry, it …….. possible after 5.30. The bank ……..

again at 9am tomorrow.

14. Complete the sentences with *will* or *won't* and the prompts.

1. A: We need to speak to the manager.

B: ……

(I / get / her / for you / now) (✓)

2. A: Sales of the RS20 are not good this month.

B: ……

(We / sell / more / of that model / next month) (✓)

3. A: I can't finish the report this week. I'll do it next week.

B: ……

(You / not have / time / next week) (✗)

4. A: We are going to the canteen for lunch in ten minutes.

B: Great, ……

(I / meet / you / there) (✓)

5. A: The new phones aren't ready. They're still in production.

B: OK, ……

(I / not / order / any) (✗)

15. Listen to two announcements. Make notes on the problems. (File 6)

1.....

.....

.....

2.....

.....

.....

Work in pairs.

Student A: write a message to student B about the problem in announcement 1.

Student B: write a message to student A about the problem in announcement 2.

Homework

Exercise 1. Match the sentence halves.

1. Their flight is leaving	a. is cancelled.
2. We're late because the train was	b. platform seven.
3. The 11.32 train isn't arriving because it	c. from gate thirty-two.
4. He left the plane and	d. take your water bottle through security.
5. The train to Dubrovnik is at	e. delayed.
6. Your flight is in two hours, so you need to	f. is near the train station.
7. Our hotel	g. went through passport control.
8. Don't	h. go to the airport now.

1. ..... 2. ..... 3. ..... 4. ..... 5. ..... 6. ..... 7. ..... 8. .....

Exercise 2. Read and complete the text messages with *will* and the correct verb in the box.

be (x2)	call	see	stay

Hi Gina,

My train to Edinburgh is delayed because of a technical problem. S orry, but I ..... about twenty minutes late.

Rob

Hello Katya,

I'm in the airport. My flight to Geneva is delayed by half an hour. I'm sorry but I ..... late for the presentation. I ..... when I arrive.

Alex

Hi George,

I'm sorry, but my flight is cancelled. I ..... at a hotel in London tonight and fly to Toronto tomorrow.

Val

Kamal

Did you hear the announcement? Our flight is now departing from gate 4, not from gate 6. I ..... you there!

Mina

Exercise 3. You have a meeting with your colleague - Jenna this afternoon in New York. But the plane is cancelled. Tell her about your problem and book another flight there tomorrow. Record your speaking.

CHALLENGE 7
MAKE YOUR VIDEO
TRAVEL ARRANGEMENT
Talk about a time when you travel for work or for holidays.
Give details about the travel arrangement, the reasons for travelling, where you traveled to, when you traveled, where you stayed, who you traveled with, how long your trip was,...
DEALING WITH A DELAY
Talk about a time when your flight was delayed.
Give details about the delay, when, where you're flying to, the reasons for the delay, how you dealt with it,...
LET'S MAKE A VIDEO
Make a video to share your experience about a time when you travel for work or for holidays (travel arrangement) and a time when your flight was delayed.

BUSINESS TRIP

Communication goals

1. Deal with arrangements for a business trip

2. Set up a video call for a business conference and fix simple problems

Lesson preparation

1. Fill in the blank to complete the word.

1. Tr_de f_ir

2. Pres_ntation

3. A_dio c_ll

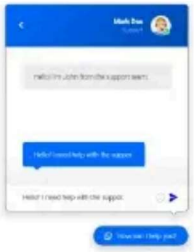
4. Unm_te

5. Fr_zen scre_n

6. Int_rnet conn_ction

7. Vid_o call

8. Sh_re scr_en



9. Ch_t w_ndow

2. Read and answer the questions.

1. When are you arriving?
2. What are you doing Monday evening?
3. Where are you staying?
4. What are you doing on Tuesday?
5. When are you departing?

TOKYO TECHNOLOGY MANUFACTURING TRADE FAIR
Arrive: Monday 4 April
Monday evening: Have dinner with Ms Kimura
Hotel: Hotel City Park (stay two nights)
Tuesday (a.m.): Meet Karl and practise presentation
Depart: Friday 8 April

3. List the possible problems you may encounter when having teleconference and the suggest solutions for these problems.

Problems of teleconference	Suggested solutions

Arrangements

1. Read the emails and answer the questions.

Hi Alex,

There's an important trade fair in Tokyo next week, but I can't go – I'm too busy. Karl from the Seoul office is attending and we need you to help him with our presentation. We also want you to meet customers and make new contacts.

I hope you can make the trip.

Best regards,

Rob

Hi Rob,

Thanks. I'd love to go!

Best regards,

Alex

1. Where is the trade fair?

……

2. When is it?

……

3. Why does someone need to go?

……

4. Who is going?

……

2. Karl is now at the airport waiting to depart for Tokyo. Listen. What problem does he have? (File 1)

……

3. An airline employee is explaining the arrangement to Karl. Listen. When is he arriving in Tokyo? (File 2)

……

4. Write a message from Karl to Alex to explain the situation.

……

……

……

……

……

5. Read Alex's reply to Karl's message. What does Alex want to do?

> Hi. Thanks for the message about your flight. That's bad luck. Can we have a quick online meeting this evening, when you get to your hotel? There's some new information that I want to discuss with you. And we need to arrange a new time to practice our presentation. Thanks!

……

……

……

6. Listen to the beginning of Alex and Karl's online meeting. Answer the questions.

(File 3)

1. What problem does Alex have?

……

……

……

2. What problem does Karl have?

……

……

……

7. What do you think Alex suggests for each problem? Complete the sentences with your ideas.

1. Karl, try ……

……

2. Try ……

……..,Karl.

8. It's Tuesday morning. Alex is at his hotel in Tokyo. Karl is at the airport, in Seoul. Use the information to complete the text messages.

Karl: At airport, wait for flight, have breakfast, plan our presentation. Also arrange lunch meetings with customers

Alex: At hotel, have breakfast, write emails. Also write some of our presentation.

Karl

I'm at the airport now. I'm waiting for

……

What are you doing?

Alex

I'm ……

Let me know when you arrive/

Teleconference

9. Look at the pictures. Match each button (1–7) in the pictures with the description.

a. start audio call .....

b. stop video .....

c. start video call .....

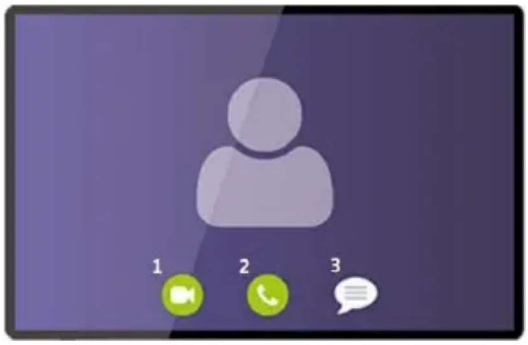
d. end call / hang up .....

e. open chat window .....

f. mute/unmute microphone .....

g. share screen button .....

h. close window .....



A. Before the call

B. During the call

10. Watch the video. Choose the problem in each call. (Video 1)

1. In Conversation 1 the audio / video isn't working.
2. In Conversation 2 the camera isn't working / screen is frozen.
3. In Conversation 3 the camera / microphone isn't working.

Match each solution (a-c) with the correct problem (1-3).

a. Max stays on audio. .....

b. William unmutes. .....

c. William turns off his video. .....

11. Watch the video again. Are the statements true (T) or false (F)? (Video 1)

Conversation 1

1. At first, Haru can't hear William. .....
2. Haru is on mute. .....
3. William had a call from the material supplier. .....

Conversation 2

4. Haru's internet connection is slow. .....

5. Haru suggests an audio call. ……

6. William wants to discuss design changes. ……

Conversation 3

7. Maria and Max can't see William. ……

8. Maria shares her screen. ……

9. Max can't see the sales figures. ……

12. Watch the video again. Circle to complete the conversations. (Video 1)

Conversation 1

1 I can't *see / hear* you, William. Are you on *mute / there*?

2 Try *unmuting / turning off* your microphone.

3 How about now? Can you *see / hear* me?

Conversation 2

4 The screen *is frozen / isn't working*.

5 The *internet / connection* isn't very good. You're breaking *up / slow*.

6 Try turning *off / on* your video.

7 Let's have a(n) *video / audio* call.

Conversation 3

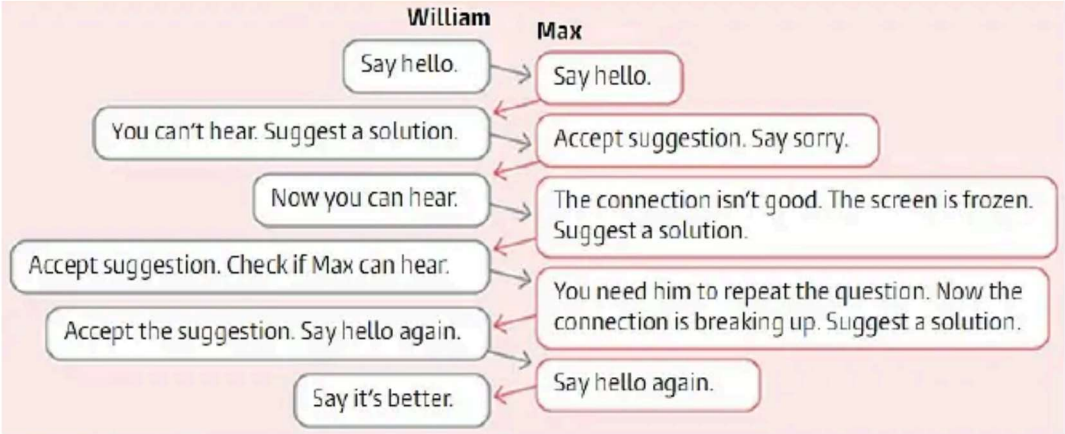
8 I'm adding Max to the *screen / call*.

9 My camera isn't *working / on*.

10 I'm *sharing / turning* on my screen now.

PROLEMS WITH TELECONFERENCING	
Checking the connection **Can you see/ hear me?** **Yes, no problem.** **Are you there?** **Yes, I'm here.**	
Talking about problems (Sorry), the connection isn't very good. You're breaking up. My camera isn't working. Sorry, I can't see you. The screen is frozen. My internet connection is slow. Sorry, can you repeat that, please? I can't hear you.	**Suggesting solutions** Hang up. I'll call you back. Let's have an audio call. Trying turn off your video. Try unmuting your microphone.
Saying it's OK **It's OK now** **That's (much) better**	**Other** I'm sharing my screen. I'm adding Hitomi to the call.

13. Watch the video without sound. What are William and Max saying? Write the dialogue. (Video 2)



14. Complete the dialogues with the words below. Then practice with a partner.

audio	**breaking**	**call**	**frozen**	**here**
mute	**problem**	**sharing**	**unmuting**	**video**

A: Can you hear me?

B: Yes, no 1. ……

A: Are you there?

B: Yes, I'm 2. ……

A: The connection isn't very good.

B: You're 3. …… up.

A: I can't see you.

B: Hang up. I'll 4. …… you back.

A: My camera isn't working.

B: Let's have a(n) 5. …… call.

A: I can't hear you.

REVIEW AND FREE TALK 3

Communication goals

1. Review Unit 6-11

2. Talking with colleagues

Review

1. Complete the invoice with the phrases in the box.

Number of units	Unit price	Payment term	Total price	Product name	Delivery time

QUOTE FOR WASHING MACHINES

Mr. H. Greenway, Sutton Park, Hatfield

..... KPH Washermatic Gold Model

..... £450

..... 40

..... 30 days from order

..... 30 days from date of invoice by bank transfer

..... £18,000

Delivery charges – free on items over £100

2. Match the problems with the solutions.

1	The client's email address is wrong.	**a**	Check your spam folder.
2	The price of the order is wrong.	**b**	Ask the IT department for help.
3	The delivery is late.	**c**	Ask the receptionist to check the address.
4	I can't see the website.	**d**	Contact the supplier by email.
5	I can't use the photocopier.	**e**	Ask a colleague for help
6	My computer doesn't work.	**f**	Contact the supplier about the order.
7	The supplier doesn't answer the phone.	**g**	Check that your internet works.
8	I can't find the email.	**h**	Send a message to the delivery company.

1.	2.	3.	4.	5.	6.	7.	8.

3. Complete the text with the past form of the verbs in the box.

ask	give	go	have	phone	say	stop	travel

I (1) …… to Boston to meet a client. My train (2) …… for two hours and I was late for the meeting. I (3) …… the client, I (4) …… sorry, and (5) …… to meet later in the day. She agreed. I (6)…… to her office at 3 p.m. and we (7) …… a meeting. The meeting was good. She was happy because I (8) …… her a discount.

4. Choose the correct option.

When Lorna travels for work, she usually 1. *stay / stays* at a hotel. When she goes to Paris, she never goes by 2. *plane / flight*, she 3. *books / rents* a train ticket from London to Paris. She sometimes 4. *books / goes* by coach.

Lorna isn't going to Madrid by 5. *plane / train*. She's flying. When she goes to Madrid, Lorna sometimes 6. *goes by / rents* a car. She goes to the airport 7. *in / by* train. She's 8. *renting / staying* an apartment in Madrid in July.

5. Listen to a phone call. Do the tasks below. (File 1)

Task 1. Choose the problem.

1 ☐ There's a problem with a delivery.

2 ☐ There's a problem with a machine.

3 ☐ There's a problem with an order.

Task 2. Are the sentences true or false? Circle.

1	Sam is on holiday.	true	false
2	Pamela wants Sam to email her.	true	false
3	Pamela works for BTG Tech.	true	false
4	Pamela asks for Sam's email address.	true	false

Task 3. Choose the correct option.

1. The problem started *yesterday / this morning*.

2. There is *a / no* problem with the power.

3. The parts *are / aren't* damaged.

4. *Sam / Katie* can check the machine.

5. The technician will come tomorrow at *8 a.m. / 9 a.m*.

6. Complete the sentences with the correct word. Then complete the crossword.

Across

2 I'm sorry – I'll be ten minutes l……

4 Jacques a…… at the station at 6 o'clock.

6 Sonya's flight was c…….. She's going by train.

7 You need to c…… in Reading for the London train.

8 Flight MD453 leaves from g…… 23 now.

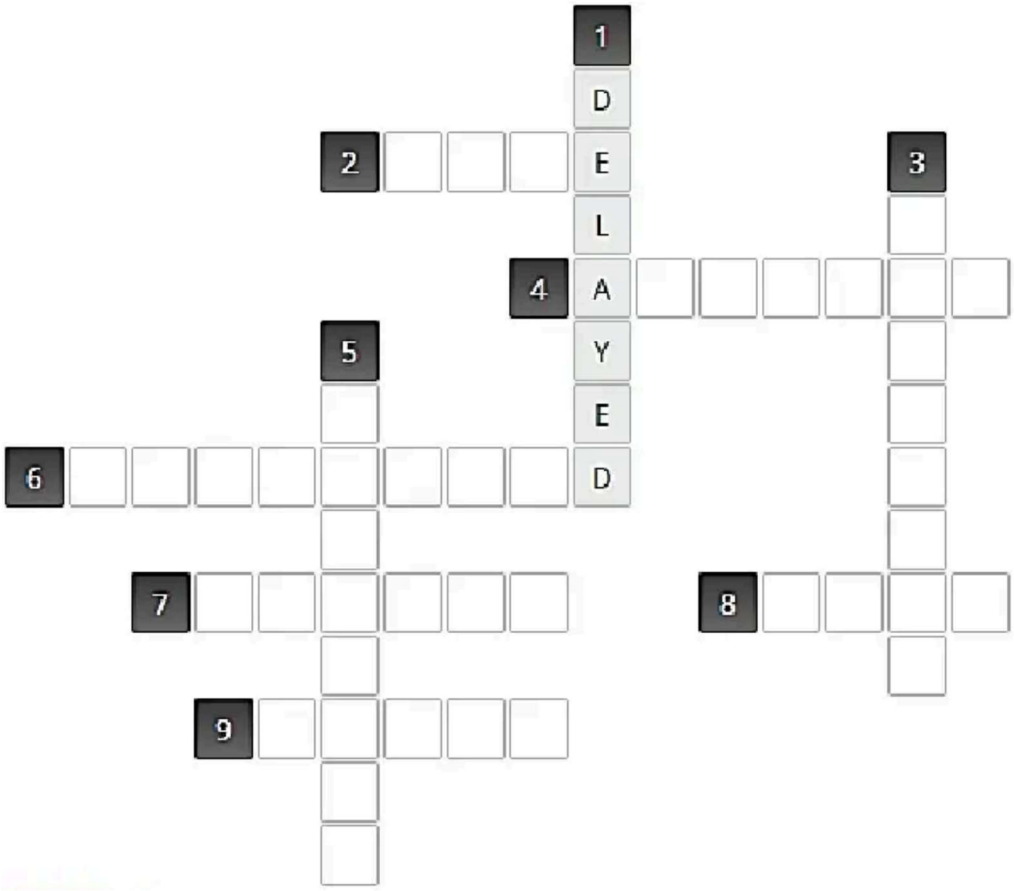
9 Our train s…….. in Paris and Lyon.

Down

1 Diana's train was d…… by forty-five minutes.

3 You need to go through s…….. before you can get on the plane.

5 The plane d…… forty minutes late.



Free talk

7. Work in groups of three or four. Discuss these situations, make conversations that are equivalent to the situations. Practice in front of the class. Give feedback for other teams.

Situation 1. All of you are going on a business trip tomorrow. You haven't arranged anything.

Situation 2. You are at the airport but your flight at 8 p.m. is cancelled. You have to be in New York before 10 a.m. tomorrow to attend an important meeting.

Situation 3. You receive the wrong model of computer. You need it as soon as possible.

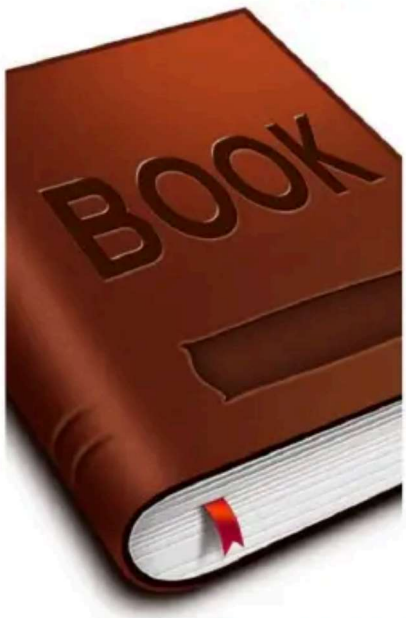
Situation 4. You are buying tickets for a vacation. You don't know the weather this day.

Phương pháp học tiếng Anh giao tiếp kết hợp chứng chỉ TOEIC

- Effective learning -

Mục tiêu

Phương pháp học tập



Nguồn tài liệu

COURSE CHECKLIST

- [ ] Hoàn thành khóa học
- [ ] Không nghỉ buổi học nào
- [ ] Nghe đầy đủ video bài giảng

Lesson preparation

- [ ] Làm BT Lesson preparation đầy đủ
- [ ] Ghi chép kiến thức đầy đủ
- [ ] Làm bài tập về nhà đầy đủ
- [ ] Thực hiện Challenge đầy đủ
- [ ] Làm các bài Test khóa học trên App
- [ ] Đọc lại Lesson summary
- [ ] Thực hiện ít nhất 1 project của Fanpage Ms Hoa Giao tiếp
- [ ] Tự học tài liệu bổ trợ khóa học
- [ ] Tự học tài liệu chuyên ngành
- [ ] Xem và luyện lại kiến thức mỗi bài học
- [ ] Làm ít nhất 10 bài test free trên App
- [ ] Nói tiếng Anh ít nhất 30 phút mỗi ngày
- [ ] Hoàn thành mục tiêu khóa học
- [ ] Đạt điểm đầu ra khóa học
- [ ] Nói chuyện với người nước ngoài

HOW DO YOU FEEL NOW?

NEXT GOALS

MOTIVATIONS

EMOTIONS

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GIÁO TRÌNH GIAO TI□P
COMMUNICATION 1 (Version 2.0)
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Địa chỉ: Số 175 Giảng Võ - Hà Nội
Điện thoại: 024 38515380; Fax: 024 38515381
Email: info@nxblaodong.com.vn
Website: www.nxblaodong.com.vn

Chi nhánh phía Nam
Số 85 Cách mạng Tháng Tám, Quận 1, Tp Hồ Chí Minh
ĐT: 028 38390970; Fax: 028 39257205

Chịu trách nhiệm xuất bản:
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Biên tập: Mai Thị Thanh Hằng
Trình bày: Đặng Thế Tùng
Bìa: Đặng Thế Tùng
Sửa bản in: Trịnh Thị Hương

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